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ABSTRACT

This handbook offers several models for inservice or preservice classroom sessions in the teaching of family life and human sexuality education. Each training session presents: model instructional goals and objectives; a syllabus; background information and sources for further information; and suggestions for a variety of individual and group activities. The appendices include the Michigan School Code Amendments relevant to family life and human sexuality education and the Interfaith Statement on Sex Education. (MM)

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PREPARING PROFESSIONALS FOR FAMILY LIFE AND HUMAN SEXUALITY EDUCATION

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PREFACE

"Ignorance does not serve to prevent sexual activity, but rather promotes the undesirable consequences of sexual behavior--unwanted pregnancy, unwanted maternity, and venereal disease."[1] National and state statistics demonstrate that those undesirable consequences are occurring in epidemic proportions. In 1974:

of twenty-one million teenagers, aged 15-19, in the United States an estimated eleven million were sexually active;

of the four million sexually active women, aged 15-19, one million became pregnant;

of the one million pregnancies: 59% resulted in births, 27% were terminated by induced abortion, and 14% resulted in miscarriages.

Among the 30,000 pregnancies of teenagers under 15 in 1974, 42 percent resulted in births.[2] While overall U.S. fertility has declined since the early 1960's, fertility among 14-17 year olds has not. In Michigan, in 1975, there were 24,972 births to girls age 19 and under.[3]

These statistics are one indication that adolescents are not getting the information and services they need to make and carry out responsible decisions regarding their own sexuality.

Obtaining reliable information is a real problem:

> *Young people report dissatisfaction with the sex information they get both at home and at school. They report that at home parents are frequently embarrassed or uninformed and most do not talk openly and honestly about sex, while at school, the information they are given tends to be irrelevant, insufficient, or is made available too late. In the absence of satisfactory information from preferred sources, young people tend to turn to their friends, and to books and periodicals, although they recognize that these may not always be reliable sources.*[4]

The call has come for the schools to fill the gap. From the Commission on Population and the American Future:

> *Recognizing the importance of human sexuality, the Commission recommends that sex education be available to all, and that it be presented in a responsible manner through community organizations, the media, and especially the schools.*[5]

From the White House Conference on Youth:

> *The Task Force, furthermore, endorses the introduction of courses in family life and human sexuality, which would include in its subject matter the development of a realistic picture of the risk of pregnancy. Such courses should be integrated into the school curriculum in the hope of preventing out of wedlock pregnancies and their consequences: the unwanted, neglected, rejected, and often battered child.*[6]

While poor communication between parent and child is one barrier to effective family life education for youth, lack of teacher preparation is a major barrier to comprehensive school programs:

> *A common argument against offering sex education courses in the public schools in the United States today is the contention that few teachers are adequately prepared to teach this subject. Evaluations in this area reveal that this criticism tends to be valid. U.S. educators have widely endorsed sex and family living curricula as appropriate topics in public schools but our teacher training institutions infrequently include specific instruction in this area in their curricula.*[7]

> *Training programs for sex educators and counselors are needed to ensure quality education and counseling for all people from infancy through adulthood.*[8]

Furthermore, even where schools purport to offer family life education, studies have shown there is very little actual teaching about human sexuality, reproduction, and birth control.[9,10] This, again, may be attributed to teacher hesitance and lack of preparation.

At present, there are few alternatives for teachers: one is a minor in family life education for teachers-in-training which emphasizes content at the expense of teaching methods and other skills and reaches few male teachers; another is the short course textbook or workshop approach which does little more than take the teacher through the student curriculum.

This is a unique training package because it recognizes that preparation for teaching family life and sex education requires more than mastery of a content area. The program seeks to meet the needs of two groups of teachers:

a. Specialists in teaching health education, human sexuality, and family life education whose roles will include teaching, gaining community acceptance for a program, developing a curriculum and involving students, parents, teachers, and administrators in planning and development.

b. All teachers, whether elementary school teachers who may be integrating family life education into their programs or others who must have an understanding of human development and their students' needs for counseling and communication.

This program reflects two basic premises:

a) Human sexuality education requires the integration of biological facts, social science concepts, and learning processes such as values development and decision-making skills. A useful definition of family life education exemplifies this integration.

> *To help individuals and families learn what is known about human growth, development, and behavior in the family setting throughout the life cycle is the main purpose of family life education. The central concept is that of relationships through which personality develops, about which individuals make decisions, to which they are committed, and in which they develop self-esteem.*[11]

b) The curriculum in family life and sex education must be relevant to the student's immediate and future needs. The teacher of such a program must be prepared:

1. To work with parents and the community,
2. To teach a wide range of subject matter--from human reproduction through parenting skills and decision-making processes,
3. To understand and encourage student understanding of values and attitudes related to human sexuality.

[1]U.S. Commission on Population Growth and the American Future, Population Growth and the American Future, Washington, D.C., U.S. Government Printing Office, 1972, p. 85.

[2]Alan Guttmacher Institute, Eleven Million Teenagers: What Can Be Done About the Epidemic of Adolescent Pregnancies in the United States, New York, 1976.

[3]Michigan Department of Public Health.

[4]Report of the Commission on Obscenity and Pornography, New York, Bantam Books, 1970, p. 34.

[5]Population Growth···, p. 85.

[6]White House Conference on Youth, Washington, D.C., U.S. Government Printing Office, 1971, p. 176.

[7]Commission on Obscenity and Pornography, p. 303.

[8]Report to the President, White House Conference on Children, Washington, D.C., U.S. Government Printing Office, 1970, p. 264.

[9]Eleven Million Teenagers.

[10]Linda Ambrose, "Sex Education in the Public Schools: The Need For Official Leadership," Family Planning/Population Reporter, V.5, October, 1976, pp. 78-80.

[11]National Commission on Family Life Education, "Family Life Education Programs: Principles, Plans, Procedures, " The Family Coordinator, July 1968, pp. 211-214.

HOW TO USE THE TRAINING MANUAL

a. USING THE UNITS

Each of the units in the manual presents a model in-service or pre-service classroom session which may last from ninety minutes to five + hours. The overall sequence presents a balance of content-oriented and methodological sessions, and cognitive and affective learning.

The manual as a whole presents a minimal set of objectives in family life and sex education. After assessing the needs of the trainees, instructors may then select the units to stress and those to omit. All of the units overlap and emphasize common skills; it is quite possible then to alter the sequence and adapt the manual to a wide range of programs.

A Brief Note on Terminology

Instructor, Trainer - the person who is presenting the teacher-training program

Trainee or Classroom Teacher - the pre-service or in-service teacher-in-training

Student - the young people, grades K-12, who are or will be the pupils of the trainees.

The Plan

A. Goals and Objectives

Each unit begins with a model statement of instructional objectives for trainees. These provide the instructors with minimal objectives and suggested criteria for evaluation.

B. Syllabus

The syllabus contains assigned reading and other assignments of work to be completed outside of class. The syllabus includes all the work for the complete unit.

C. Background

The units include an introductory statement or outline of the subject matter therein. Instructors will choose their own method of presentation which may be lecture, discussion, audio-visual aids or readings. The description provides a focus for the unit and the references listed offer help in developing the theme.

D. Learning Experiences

A variety of individual, small and large group activities is suggested to develop the theme. These provide trainees with the opportunity for personal growth, for testing of methods, and for consideration of issues that they must resolve in planning their own programs in family life and sex education.

E. Further Suggestions

In full recognition that any successful teacher-training program must encourage personal growth and also present practical methods and ideas for teachers, the manual takes one final opportunity to offer a few more ideas to the instructor and to trainees. These suggestions include ideas for different student groups.

F. Suggested Resources

Recommended readings are primarily for background or additional assigned reading for the trainer and trainees. The audio-visual resources are mainly for students as indicated.

Materials To Have On Hand

The following equipment is listed because it is required in many of the exercises throughout the manual:

16 mm. film projector
35 mm. sound-filmstrip projector
Screen
Newsprint-large rolls to hang-up, to use in small and large groups
Broad felt tipped pens
Paper for individual and group exercises
Copies of handouts to be used

Using the Manual

Each unit is a learning module that may be developed into one or several class sessions. The emphasis throughout is on giving teachers the opportunity to examine their own attitudes and to consider a wide range of issues confronted in a family life and sex education program. The units as a whole may be organized into a term course, a workshop, or even a community education program.

Instructors should begin by reading through the unit, familiarizing themselves with key concepts and doing supplemental reading. On the basis, of the needs assessment (See (b), Pg. 5) instructors should then decide how to use the unit. A suggested format is:

Select and give out assignments well in advance.
Begin class with a lecture or a question and answer discussion period to review key concepts.
Proceed with learning experiences, being aware of the time available. Most of the exercises require some planning ahead. Be sure to have on hand the necessary materials.
Allow enough time for discussion and debriefing following the exercises.

Who Are The Trainees?

Any classroom teacher or teacher-in-training is a potential participant in this training program. Trainees may be teachers of any and all grades and a great variety of subjects for concepts and information in family life and human sexuality are relevant to a broad range of the curriculum. This raises several considerations for trainers. How should the program be adapted for science teachers, elementary teachers, family living teachers, health educators, secondary teachers and so on? The assessment of needs (which follows) is provided to help answer these questions.

Another concern is what to do about heterogeneous groups? Trainees may be heterogeneous in terms of the grades and subjects they teach. With such groups instructors may rely on the assessment to identify common needs and interests. They may arrange opportunities for trainees to share experiences and expertise in order to learn from one another. Finally, the format of the exercises, encourages individual and small group approaches which can work well with such groups.

Groups may also be heterogeneous in terms of personal qualities - age, sex, ethnicity, outlook, for example. For the trainer, this mix should work well, creating the opportunity for effective group dynamics. For the trainees, the mix will highlight a common concern - "How do I, given my age, sex, ethnic background, outlook, discuss sex with a group of students?" In a number of units, trainees will have the opportunity to confront this concern.

The trainees may be in either an in-service or pre-service program. The nature of the program will determine how heterogeneous the training group is. Trainees in a pre-service group are more likely to be similar in age, but not necessarily in other regards. A school district may offer an in-service program for teachers who meet specific criteria - teach elementary grades, for example, or science teachers. Generally, teachers in an in-service program will be more interested in a practical approach and will have less time available for outside reading and assignments. These needs should be reflected in the assessment form. With an in-service group there will be more opportunity to assign additional readings and pursue some issues in greater depth. Role plays and the opportunity for observation will be especially valuable in a pre-service program.

Miscellaneous

** Indicates that a model student handout for the exercise is included on the next page.
Complete citations for works referred to in the text will be found in XV. References. This includes assigned readings but not all recommended readings, for which full citations are in text.

b. A GUIDE TO FLEXIBILITY - ASSESSMENT OF NEEDS

This manual emphasizes five components of a comprehensive teacher training program:

1. Core content areas
2. Teaching methods -- values education and decision-making
3. Scope and use of curriculum materials
4. Curriculum development and planning
5. Field experiences

The package is flexible! One instructor might emphasize decision-making in parenting or contraception, another the facts of human reproduction or contraceptive technology. The program may be adapted for large or small group instruction. It encourages flexibility! Instructors may easily adapt it to their own needs.

The first step is an assessment of trainee needs. Below is a model with some suggestions for using it in planning an in-service or pre-service program. The forms may be anonymous if the objective is to survey the needs of the group. Ask for names and educational background when assessing needs in order to plan an individualized program. The assessment forms provide several guides for the instructor to follow in implementing the teacher training program. Section I is coded to each of the instructional units (Roman numerals in parentheses). Section II relates to the specific class format the instructor will use.

Section I: Both the categories across the top and the content areas listed indicate the needs of the trainees. The first two columns indicate that the learner feels no need. Instructors can read down Column 2 and, with the results from the whole group, see what areas need not be emphasized. Column 1 should be examined on an individual basis looking for any pattern in the responses. For example, up to three checks in this column probably has no special significance. If several participants have a lot of checks in Column 1 for topics in Unit IV (Values Education) or for several topics in sex roles or vocabulary this may indicate a pressing need to consider basic issues in individual attitudes and philosophies of family life and sex education. The last three columns give information about the nature of trainee needs. Here there might be differences between an in-service and pre-service group or secondary and elementary group. From the areas of need and the kinds of need expressed in Column 3, 4, and 5, the instructors can select which components of the training program they should emphasize.

Section II: It provides some advance notice to the instructors on learner expectations and learner commitment to the course. Instructors can use this information to structure the learning experiences in the course. If they have predetermined the format, they can at least be aware of trainee expectations and give the trainees the information they need to reformulate their expectations.

c. ASSESSMENT FORM

Please fill out the form assessing your own needs as honestly as possible. These assessments will be used to plan a program that is worthwhile for all participants.

I. Check off as many responses as are appropriate.

	Will have no need for this	I can handle this	I need more:		
			information	teaching experience	resources
1. Principles or philosophies of teaching family life education(I)					
a. Goals of sex education(I)					
b. Role of the sex educator(I)					
2. Sexual growth and development through the life cycle (II)					
a. Physical growth(II)					
b. Emotional growth(II)					
c. Theories of development(II)					
d. Reproduction(VI) Male & Female Systems(II)					
e. Physiology(II)					
f. Vocabulary(II)					
g. Myths(II)					
3. Psychosexual development(III)					
a. Gender and role origins (III)					
b. Gender/role significance (III)					
4. Being comfortable discussing sexuality(I-XV)					
5. Teacher attitudes(I-XV)					
6. Values education(IV)					
7. Open communication(V)					
8. Classroom methods in sex education(V)					

	Will have no need for this	I can handle this	I need more:		
			information	teaching experience	resources
9. Teaching decision-making(V)					
10. Values clarification(V)					
11. Teaching contraception(VI)					
12. Contraceptive technology (VI)					
13. Counseling and referrals in crisis situations(VII)					
14. Problem pregnancy counseling(VII)					
15. Sexual behavior and functioning(VIII)					
16. Sex research(VIII)					
17. Individual expressions of sexuality(VIII)					
18. Homosexuality(VIII)					
19. Evaluation of students(IX)					
20. Finding and using audio-visual aids and published materials(X)					
21. Evaluating available resources(X)					
22. Preparing for family and parenting roles(XI)					
a. Key decisions in the life cycle(XI)					
b. Models of decision making(XI)					
c. Specific applications (XI)					
23. Parenting skills:					
a. Becoming a parent(XI)					
b. Models of parenting(XI)					
c. Child development(XI)					

	Will have no need for this	I can handle this	I need more:		
			information	teaching experience	resources
24. The family(XI)					
a. The life cycle(XI)					
b. Family patterns(XI)					
c. Individual roles(XI)					
d. Sex roles(XI)					
e. Crises and adjustments(XI)					
25. Interpersonal relationships(XI)					
a. Alternative lifestyles(XI)					
b. Developing relationships(XI)					
c. Making decisions(XI)					
26. Venereal disease prevention(XII)					
27. Planning and development of a sex education curriculum(XIII)					
28. A program for parents(XIII)					

II. Indicate your feelings or expectations about this course by ranking (1= first choice) each of the following:

1. The class format I prefer is

_____ large lecture
_____ combination lecture and discussion
_____ small group discussion

2. In a small group, I prefer to be with

_____ teachers teaching the grade that I teach
_____ teachers teaching the level (secondary or elementary) I teach
_____ a mixed group

3. The readings I prefer would be

_____ a broad overview
_____ in depth in a few areas
_____ very little, as my time is quite limited

4. I would prefer to participate in this class by

_____ reading, completing written assignments, attending class
_____ taking part in role plays and other experiential exercises
_____ reading, attending class, and taking an exam

5. I expect to do research on my own in this course

_____ Yes
_____ No

6. I expect to track down resources on my own

_____ Yes
_____ No

d. TEXTBOOKS

The books listed below, alone or in combination, are recommended as textbooks for the training program. All have different strengths and have been grouped together so that instructors might select one from each grouping as a basic resource. Selections from these books are included in assigned and additional readings though in some units use of the general text will be assumed and there will be no specific assignments.

1. Books that balance methodology, content, curriculum and suggested classroom activities.

   Gordon, Sol. The Sexual Adolescent. North Scituate, MA: Duxbury Press, 1973.

   Schiller, Patricia. Creative Approach to Sex Education and Counseling. New York: Association Press, 1973.

   Schulz, Esther D. and Williams, Sally R. Family Life and Sex Education: Curriculum and Instruction. New York: Harcourt, Brace and World, Inc., 1969.

   Somerville, Rose. Introduction to Family Life and Sex Education. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1972.

2. Books stressing human sexuality.

   Boston Women's Health Book Collective. Our Bodies Ourselves, 2nd edition. New York: Simon and Schuster, 1976.

   Katchadourian, Herant A. and Lunde, Donald T. Fundamentals of Human Sexuality. New York: Holt, Rinehart and Winston, 1975.

   Mandetta, Anne and Gustaveson, Patricia. Abortion to Zoophilia: A Sourcebook of Sexual Facts. Chapel Hill, NC: Carolina Population Center, 1976.

   Morrison, Eleanor and Price, Mila U. Values in Sexuality. New York: Hart Publishing Co., Inc. 1974.

3. Anthologies

   Morrison, Eleanor and Borosage, Vera. Human Sexuality: Contemporary Perspectives, 2nd edition. Palo Alto, CA: Mayfield Publishing Co., 1977.

   Gordon, Sol and Libby, Roger W. Sexuality Today and Tomorrow. North Scituate, MA: Duxbury Press, 1976.

I. INTRODUCTION: WHY ARE WE HERE?

A. Goals and Objectives

Goal

The teachers-in-training will develop an understanding of basic principles of family life and sex education and will be able to incorporate these into their classroom environments.

Objectives

1. On a written examination, the trainees will:

   a. State five basic principles of family life education;
   b. For each principle stated, give an example of how the classroom environment or teaching reflects that principle;
   c. Explain what principles may be operating or should be applied to a given case study or example of classroom dialogue;
   d. State their own philosophy of teaching sex education.

   These will be evaluated by the instructors for consistency, comprehension of basic principles, and ability to apply those principles.

B. Syllabus

Assignment #1

Due: To be handed in with registration for course, or at least two weeks in advance.
Complete the Assessment Form and return to the instructor.

Assignment #2

Due: First class meeting.

Read:

Reed, Donald A. and Howard E. Munson. "Resolution of One's Sexual Self: An Important First Step for Sexuality Educators," The Journal of School Health, V. XLVI, #1, January, 1976, pp. 31-34.

Simon, William and Gagnon, John. Sexual Conduct: The Social Sources of Human Sexuality. Chicago: Aldine Publishing, Co. 1973, Chapters 1 and 4.

C. Background

In this first session, the trainees should have the opportunity to get acquainted with one another and to consider the scope of the training program. Many questions will be hanging in the air: What will be required of me? How much of myself, of my feelings, will I be asked to explore and to reveal? What is to be included in sex education?

The introductory session should establish a trusting environment--neither the exercises nor the subject matter should be threatening to the trainees. At the same time, the instructor must set a pattern which encourages sharing and establishes the expectation that trainees will examine their own values and attitudes and develop their own skills.

The words sex and sexuality have different usages and different connotations in our society; each, in turn, has a variety of meanings. Explore the definitions and usages of each word. Focus upon contemporary usage and current influences upon the connotation of these words.

Sex education is a continuous, life-long process and occurs in a variety of settings. It includes attitudes and values, personal and interpersonal behavior as well as knowledge. It is a complex process, and sex education in the school is one important element.

Examination of the controversy surrounding sex education in the schools raises some important questions about the school's role. Despite strong national support for comprehensive and integrated sex education programs, K-12, very few localities have adopted such programs. There are important political and cultural factors that have worked against such adoption. While it is important for teachers to consider these realities, they must begin by defining carefully the context and goals of sex education in the schools.

A program of sex education must not be considered a panacea for a variety of social ills. As Simon and Gagnon (1973, pp. 113-114) point out:

> *...but few people today take seriously the assumptions that sex education will lower rates of illegitimacy, venereal disease or promiscuity (whatever that value laden term might mean). Indeed, the disadvantaged and disorganized populations most vulnerable to these problems are precisely those populations for which education as a whole has failed. There is no reason to assume that those same educational systems can succeed in that area - sex education - where there is the smallest accumulation of skill and experience. The more viable assumption behind an interest in sex education is that it should work to make sex a more rewarding part of people's lives - to make sex education impart competence and not necessarily constraint.*

This admonition reflects the World Health Organization (p.6, 1975) definition of sexual health "Sexual health is the integration of somatic, emotional, intellectual, and social aspects of sexual being, in ways that are positively enriching and that enhance personality, communication and love." With these comments in mind, the manual stresses that sex education must be integrated with health and family life education; it may be an integral part of many other segments of the curriculum (see Unit XIII).

Two important aspects of the role of the sex educator are performance and preparation. Sharing information, counseling, building skills and leading discussions are some of the tasks of the classroom sex educator. Each of these roles, especially in family life and sex education, has affective dimensions. The sex educator must convey openness and trust, warmth and respect, and a willingness to listen to others and to accept individual attitudes and differences.

Preparation of the sex educator must, therefore, involve both cognitive and affective development. A description of the format of the course will let the trainees know that the course will require their active participation and allay fears that the course might be exclusively experiential and self-exploratory.

In the introductory session, then, three topics to discuss are: defining sex and sexuality, the purposes and meaning of sex education and the role of the family life-sex educator. The exercises deal with each of these topics in order and will help set the tone for each of the class sessions that follows.

D. Learning Experiences

1. Two get acquainted exercises are suggested for use depending upon the size of the group:

   a. With a large group, begin by dividing the group into pairs at random. Have trainees paired with someone they don't know, if possible. Ask the partners to introduce themselves and spend a few minutes telling each other: "The reason I'm a little nervous about this course is..." After three minutes have elapsed ask each pair to team up with a second pair. The members should introduce themselves and then each tell: "My experience with sex education includes..." After five minutes, have each group of four join another and this time let each of the original partners introduce each other to the group, describing either the other's concern or background very briefly -- ten minutes.

b. With a small group, select one topic and, sitting in a circle, have members of the group give their names and comment on the topic. Suggested topics:

"The reason I'm a little nervous about this course"
"My favorite activity outside of work and childrearing"
"How I feel about teaching a sex education course"
"How I happened to be here today"

Repeat the process with another topic, proceeding in a different sequence around the group.

Time: 25 minutes.

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2. Write on the board three headings:

sex sexual sexuality

Have the group brainstorm synonyms or definitions or words they freely associate with the three headings for 5-8 minutes. Note on the board all of the suggestions. Then divide the class into small groups separating either males and females or younger and older trainees or making a similar division in the group. Ask each small group to come up with the 2 or 3 best words in each column or with their own definitions. Allow 15 minutes. Compare the results from each group - is there a consensus?

Time: 25 - 30 minutes.

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3. Ask the trainees to take a piece of paper and write all the adjectives they can think of that might be used with the noun sex, considering all definitions and situations. Let them know you do expect some negative terms. After 5 minutes, collect the anonymous papers and list all the words on the board, arranging the positive terms on one side, negative on another and indifferent terms in the middle. Have the group consider the range of terms - how many negative ones appear? Have the trainees used the definitions of sex that came out of the previous exercises?

Time: 15 - 20 minutes.

---

4. Each exercise should make clear to the trainees that although many professionals maintain an outwardly clinical and objective tone, sex and sexuality are very personal aspects and individuals have unique attitudes and feelings about these subjects. Although the two exercises above ask each trainee to consider the personal aspects the structure of the exercises does not require intense personal sharing within a small group. For such experiences group trust must be built up gradually.

The following exercise asks trainees individually to examine their own feelings. Exercises in other units have the same purpose, for trainees must understand their own values and attitudes before entering the classroom and must be able to evaluate when their values might interfere with effective teaching.

Have trainees take out a clean sheet of paper and divide it into twelve boxes. Ask them to write sex or sexuality in one box and fill in eight of the boxes with other personal qualities (e.g. age, enthusiasm, intelligence) they feel are important. When all have finished, ask them to write in each remaining box: 1) myself; 2) the name of my closest relative (not spouse); 3) the name of my spouse, partner or closest friend. Then ask them to take the nine personal qualities and, under each column, in turn, arrange them in order to show "what I feel are my most important qualities in relating to this person". Ask them to record what they write in each column for ease in making comparisons. Each trainee should consider individually the significance of the exercise. Have them retain the papers to examine again at the end of the course.

Time: 15 - 25 minutes.

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5. Trainees may vary in their feelings about sex. They also may have very different views of the place of family life and sex education in the school curriculum. Unit XIII looks more carefully at this question. In the introductory session, trainees should consider what is sex education. Here is an opportunity to use small groups and develop a group experience in an exercise that is not personally revealing or threatening.

   Divide into small groups of 4-8 and assign to each a distinct age group. The breakdown might be roughly:

   (1) Birth - 5 years old
   (2) 5-10 years old
   (3) 11-15 years old
   (4) 16-24 years old
   (5) 25-45 years old
   (6) age 46+

   Have each group spend 8-10 minutes coming up with completions for the sentence "Sex education occurs when _____" that are appropriate for the ages assigned.

   Using newsprint will allow the groups to display their responses and facilitate a brief report from each group. Discuss the novel elements and the common elements that groups have included. The entire group may consider: Do you see any changes over the life cycle? Have you portrayed a real or an ideal process? Does this help you to formulate your own definition of sex education?

   Time: 20 minutes.

**6. Divide into small groups of 3-6 and give each group a copy of the quotation from Simon and Gagnon. Assign each small group one of the roles listed and ask each group to draw a NEGATIVE or POSITIVE slip. Allow the groups 15 minutes to prepare a negative or positive stance in reacting to the quotation. Ask each group to select one representative and have all of the representatives form a panel. With the instructor acting as moderator, let the panel members exchange views on the goals of sex education in the schools.

When the group has pretty well exhausted its arguments and voiced many of the conflicts raised by the quotation, ask all the trainees to consider:

a. Did the exercises give you the opportunity to raise all the important conflicts and questions you have about the goals of sex education?
b. Would you like to share some of your own perceptions of what sex education can and cannot accomplish?
c. What about a negative impact? Can sex education encourage experimentation?

Time: 40 - 50 minutes. (see page 7)

**7. Have trainees respond to each of the statements given by circling the statement that best reflects their own feelings. After all have had time to complete the form, ask them to insert the phrase, "in the schools" after sex education and go through the form underlining the response that best indicates how they feel.

Discussion:

a. Did you find your attitudes changed the second time around?
b. Comment on one such change.
c. If there are discrepancies, for example trainees generally respond to #3 "Almost always" but upon adding "in the schools" change to "Never", ask them who will fill the gap?
d. Encourage discussion among those who have different feelings.

Time: 25 minutes. (see page 8)

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8. Having examined some of the goals and purposes of sex education, trainees should consider the implications for themselves as classroom teachers. Later units discuss the parent role.

List the following suggested teacher-as-sex-educator roles on the board and ask for additions.

Information-giver	Role model
Discussion leader	Listening ear
Counselor	Imparter of values
Resource person	Developer of skills
Community leader	

THE PURPOSE OF SEX EDUCATION

...but few people today take seriously the assumptions that sex education will lower rates of illegitimacy, venereal disease or promiscuity (whatever that value laden term might mean). Indeed, the disadvantaged and disorganized populations most vulnerable to these problems are precisely those populations for which education as a whole has failed. There is no reason to assume that those same educational systems can succeed in that area - sex education - where there is the smallest accumulation of skill and experience. The more viable assumption behind an interest in sex education is that it should work to make sex a more rewarding part of people's lives - to make sex education impart competence and not necessarily constraint.

Simon and Gagnon (1973, pp. 113-114)

Roles	Position	
TEACHER	POSITIVE	NEGATIVE
STUDENT	POSITIVE	NEGATIVE
PARENT	POSITIVE	NEGATIVE
ADMINISTRATOR	POSITIVE	NEGATIVE
RELIGIOUS LEADER		
HEALTH PROFESSIONAL		

(cut out boxes for groups to draw)

Exercise #6

SEX EDUCATION SHOULD . . .

Circle the response that best indicates how you feel about each statement as a goal of sex education.

1. Sex education should help to prevent VD.

Never a goal	Hardly ever	Often a goal	Almost always

2. Sex education should teach that sex is fun.

Never a goal	Almost ever	Often a goal	Almost always

3. Sex education should teach teens how to use methods of birth control.

Never a goal	Hardly ever	Often a goal	Almost always

4. Sex education should keep teenagers from getting pregnant out-of-wedlock.

Never a goal	Hardly ever	Sometimes	Often a goal	Almost always

5. Sex education should teach how to make love.

Never a goal	Hardly ever	Often a goal	Almost always

6. Sex education should teach teens how to obtain contraception.

Never a goal	Hardly ever	Often a goal	Almost always

7. Sex education should teach that intercourse is for married couples only.

Never a goal	Hardly ever	Often a goal	Almost always

8. Sex education should include teaching about deviant behavior.

Never a goal	Hardly ever	Often a goal	Almost always

Ask the trainees to rank all the roles listed according to "As a sex educator, I would want to be:

1. _____
2. _____
3. . . . . .

Poll the group asking how many had the particular role among their top 3 and how many among the bottom 3. Ask for comments from those in the majority on the top three and then from those who did not place any of their choices among the top 3. You might also do the same with the bottom three. Questions for further discussion:

a. Why do you choose a particular role?
b. What is most important:

-- how you feel about the role?
-- your experience in it?
-- your preparation for it?

Time: 20 - 30 minutes.

---

9. As a variation to Exercise #8, after trainees have ranked the roles but before discussion ask them to put aside that paper and take out another. This time, ask them to rank the roles completing the statement, "A good sex educator is":

1. _____
2. _____
3. . . . . .

Poll the group as in Exercise #8, but put a separate list for each statement -- "I" and "A good sex educator". Continue the discussion as above and consider also:

a. Do you feel comfortable yourself in the role you ascribe to a good sex educator?
b. How do individuals feel about the role of a good sex educator -- what is its range and what are its limitations?

Time: 20 - 30 minutes.

E. Further Suggestions

1. In working with students, how to begin is a very important question. The exercises model, and hopefully will help trainees to practice an open and accepting attitude; this may be the most important initial impression to make upon students of any age.

2. For elementary grades, the use of pictures, stories and films may be a good way to open a discussion. Our Universe describes one such experience with early elementary students. Such resources are listed in Schulz and Williams (1969) Levin and Lynch (1976).

3. "Sex education occurs when..." may be used with older students to make them aware of all the messages they are receiving and provides a good introduction. Discussion can easily lead into sources of information.

4. Students in the late elementary grades and up can collect images of families, parent-child interaction, human growth and development, sex and sexuality. Both what students are able to find and the images themselves can help start a discussion.

F. Suggested Resources

1. Recommended Readings

Committee on Training and Standards of AASEC. The Professional Training and Preparation of Sex Educators. Washington, D.C.: American Association of Sex Educators, Counselors (and Therapists), 1972.

Fraser, Stewart E., editor. Sex, Schools and Society. Nashville: Peabody International College and Aurora Publishers, Inc., 1972; includes an array of essays with rational and irrational arguments re: sex education.

Morrison and Price (1974), pp. 15-29.

Pietrofesa, John J. and Pietrofesa, Diane V. "Human Sexuality in the Schools," Journal of Research and Development in Education, X, 1, 1976, pp. 5-12.

Schiller (1973), chapters 2 and 5.

Schulz and Williams (1969), chapter 4.

Somerville (1972), "Family Life and Sex Education in the Turbulent Sixties," pp. 283-317.

Szasz, George. "Sex Education and the Teacher," The Journal of School Health, March, 1970, pp. 150-155.

2. Audio-visual aids

The Effective Teacher: Family Life and Sex Education, Part II, "Answering Students' Questions," Guidance Associates, 15 minutes, sound-filmstrip. A good example for teachers, modeling the teacher role in a question and answer session.

II. SEXUAL GROWTH AND DEVELOPMENT THROUGHOUT THE LIFE CYCLE

Useful as information about reproductive processes may be, it is not by itself an adequate foundation for full sexual development. To deal with reproduction and leave out sensuality, eroticism, and love is little help to a preadolescent child who is trying to find out what sex is all about. Human sexuality involves all the senses -- touch, taste, sight, smell, and hearing -- and the most ecstatic reaches of emotion and sensation.

Money and Tucker, 1975, p. 132.

II. SEXUAL GROWTH AND DEVELOPMENT THROUGHOUT THE LIFE CYCLE

A. Goals and Objectives

Goal

The teachers-in-training will have the knowledge and skills to develop an instructional program to meet the needs of their students.

Objectives

1. On a written examination, trainees will:

    a. Define key concepts in the content area;
    b. Recall and use basic principles and facts in the content area;
    c. Identify concepts appropriate for particular grade levels: preschool, K-3, 4-6, 7-9, 10-12;
    d. Demonstrate knowledge of correct information and awareness of myths in these areas

2. Given a profile of a group of students and a particular topic within the content area, trainees will:

    a. Write an appropriate behavioral objective;
    b. Describe how two of the other content areas may be integrated with that topic;
    c. Describe a learning experience for one objective including:

        1. How to motivate student learning
        2. How to achieve the objective
        3. How to modify it for students with special needs (e.g., slow learner, from single parent homes, physically handicapped).

    d. Describe an evaluation procedure for given cognitive and affective objectives.

Goal

The teachers-in-training will be comfortable in discussing topics in human sexuality and in responding to student questions and will model open and honest communication about sexuality.

Objectives

3. On a pretest and posttest evaluation, trainees will indicate their own comfort level on a continuum and show some movement from lesser to greater comfort.

4. In a practicum or a role-play, trainees will:

   a. Demonstrate their own comfort in discussing human sexuality and questions related to it;
   b. Be open to discussion of alternative life styles;
   c. Impose neither their own judgments nor values upon the students;
   d. Model open and accepting communication for the students.

   The evaluation instrument will be a checklist which notes forms of student-teacher interaction and enables the evaluator to measure the relative amount of open, nonjudgmental and comfortable behavior. The teacher-in-training should demonstrate such behavior 60% of the time.

B. Syllabus

Assignment #1

Due: 3 days before session on Sexual Growth and Development complete and correct a take home sex knowledge inventory. Report to the instructor, anonymously, which items you got wrong. (See D. Learning Experiences, 1)

Assignment #2

Due: At class session on Sexual Growth and Development

Read:

Mandetta and Gustaveson, (1976), chapter 1 - for a brief review
Boston Women's Health Collective, (1976), chapters 2,17
or
Katchadourian and Lunde, (1975, chapter 2,4,5 - in depth)

J. M. Tanner, essay in Kagan and Coles (1972).

Assignment #3

Due: At class session on Sexual Growth and Development

Bring to class a picture or set of pictures (photographs or illustrations) that depict the differences between males and females. The picture(s) should be ones you consider appropriate for the age of your students. (See D. Learning Experiences, 6)

Assignment #4

A take home assignment, for trainee's own information. (See D. Learning Experiences, 9)

C. Background

Three major concerns in the manual are teacher knowledge, attitudes, and skills in family life and sex education. In the area of human sexuality attitudes and the teacher's own comfort level appear to be key elements in successful teaching (see, UNIT I, assigned and recommended reading).

A solid knowledge base provides teachers with the core content and enables them to handle a class confidently. The instructor must recognize individual trainee strengths and varying perspectives (which may include health, biology, sociology, or family studies) while establishing a common or minimal knowledge base for all. Because needs will vary from group to group and the manual's emphasis is upon teacher attitudes and self-awareness, there is no detailing of the specific content of the health, biological, and behavioral sciences that constitute a sound knowledge base. One strategy and a variety of resources are offered. The program seeks to introduce the trainees to the wide range of relevant subject matter, indicate individual weakness and motivate trainees to proceed independently.

Michael Carrera (1972) has surveyed priorities in secondary school teacher training in sex education and set forth guidelines and an outline of content. Of primary importance are:

I. Human Reproduction

- A. Male and female reproduction, anatomy and physiology
- B. Pregnancy and childbirth
- C. Menstruation
- D. Human growth and development
- E. Methods of contraception

II. Psychosexual and Psychosocial Behavior

- A. Psychology of adolescence
- B. Sex differences and sex roles
- C. Psychosexual development
- D. The role of sex in marriage and family life
- E. Guilt and conflict related to sexual behavior
- F. Psychology of family relations: parent-child relations

III. Sexual Behavior and Standards

- A. Dating, courtship and mate selection
- B. Masturbation
- C. Petting
- D. Pre-marital coitus
- E. Trends and issues in sex education
- F. Nocturnal emissions
- G. Abortion
- H. Homosexuality (male, female)
- I. Venereal disease

IV. Language of Sexuality

Of importance also would be:

1. Heredity and sex determination
2. Multiple births
3. Cultural differences in sexual conduct
4. Myths and fallacies relating to sexual growth and behavior
5. Out-of-wedlock pregnancy
6. The development of western cultures related to sexual conduct
7. Contemporary religious doctrines: moral and ethical value orientation of various religions
8. Sex dreams and fantasies
9. Research concerning sexual behavior (e.g., Kinsey and Masters and Johnson).

Much of this content forms the basis of the following three units: Growth and Development, Psychosexual Development, and Sexual Functioning and Behavior. Through each runs a dual focus--on content, in the introduction, references and underlying the learning experiences, and on teacher comfort and attitudes, through the exercises.

In all of the content areas it is difficult to pinpoint areas of weakness and misinformation. The emphasis in the trainee class should be on clarifying areas of misunderstanding and controversy, yet the sessions should actively involve trainees. Using a take-home, self-scored knowledge inventory the instructor can begin by assessing trainee needs in terms of content, assign readings to meet deficiencies and devote the training sessions to questions of teacher comfort and skill and classroom issues.

Having identified some key areas of misunderstanding, instructors will find that a review of the biological aspects of sexuality will still be helpful for several reasons: It will provide a foundation for discussion of human sexuality within a developmental framework. It will provide the opportunity to answer questions and clarify misunderstandings--to strengthen the knowledge base of the trainees. Finally, it will stimulate discussion of many basic issues in sex education that relate directly to teaching anatomy and physiology. Subjects to be included in such a review might be:

I. Anatomy of the female and the male.

II. The development of sex differences and of the different sexes.

A. Prenatal

1. Determination of sex
2. Role of heredity
3. Physical development
4. Hormonal influences
5. Myths

B. Postnatal through middle childhood

1. Physical differences
2. Developmental changes

C. Puberty and Adolescence

1. Changes in the female
2. Changes in the male
3. Rates of change and variation
4. The impact of these changes

D. Sexual maturity--what is it?

E. Development in the adult years

1. Male/female differences
2. Changes in the aging

III. Reproductive functioning

A. The female

B. The male

C. Conception

1. The process
2. Sex determination
3. Infertility and fertility
4. Multiple births

D. Pregnancy

1. Development of the fetus
2. Prenatal progress and care of the mother
3. Risks of teenage pregnancy

E. Birth

1. The process
2. Complications and problem outcomes
3. Perinatal care

F. Contraception (See Unit: VI)

1. Why limit family size?
2. How do contraceptives work?
3. What are the advantages/disadvantages of particular methods?
4. What are the positive, short-run benefits?

G. The developmental framework

1. Physical changes and individual variation
2. The reproductive role and changing relationships

The bodily and emotional changes related to human sexuality are important processes in the life cycle from conception through old age. As these changes occur, the individual is subject to different influences and has changing needs. This process of development and the variety of influences and needs all shape each individual in a unique way. An understanding of this process will provide trainees with a conceptual framework for examining physiological and psychosexual development and sexual behavior.

If the developmental framework is to be meaningful for the trainees, it should be made relevant to their own experiences. The reading and discussion in this unit should also focus on adult sexuality - on continuing bodily changes, on changing influences and needs and on the aging process. Such a discussion also provides a useful transition to the next unit. Trainees will first have the opportunity to consider themselves as sexual beings in the present and also to look forward and back.

After reviewing basic facts and examining their own responses to the content, trainees should also consider problems in presenting this content to students. Student motivation is a first concern. Presumably, sex is inherently interesting and poses no barriers to reaching students. This is a less than realistic perspective. Consider the inhibitions--the institutional setting of the school itself, classroom size, the usual patterns of student-teacher interaction, the adolescent's own reluctance to engage in open discussion in front of adults and specifically his questioning of the relevance of such scientific facts.

First, then, trainees must clarify their own objectives, primarily to provide students with a basic understanding of their own bodies and the basic facts they need to understand their emerging sexuality and sexual roles, behavior and functioning. Trainees must also understand the need for basic facts and understanding of biologic processes. The problem then becomes motivating students to seek out and grasp the physiological basis of development and sexuality and understand the concept of development and its implications.

Many school systems have pondered the question of single sex and mixed classes at the elementary and junior high school level. The classroom teacher may be restricted by school policy in this regard but should still consider the advantages and disadvantages of each option. (The teacher's role in such policy-making will be discussed in the UNIT: Curriculum Development.) Questions for trainees to consider are found in the discussion guide below. Whatever the choice, one important guideline is that both boys and girls should have access to the same materials--no films or other materials should be presented as only for the girls or only for the boys. This will help dispel some of the mystery, myth-making and giggling that has generally followed the separation of sexes with each viewing a film considered appropriate for its sex. A second suggestion would be a dual-option plan, i.e., perhaps the best alternative is to provide both kinds of discussion--boys and girls together and boys and girls in separate groups. The trainees should consider the differences they will encounter in leading each kind of group.

Another issue (which will be discussed more fully in UNIT XIII: Curriculum Development) is what to introduce at what age group. Numerous guides are available for the classroom teacher and community groups will be setting guidelines. The main questions for trainees are comfort in handling the subject with the age group and leadership in developing the curriculum. The trainees move from two directions--their own assessment of student knowledge and their understanding, from their reading, of the needs of young people at different ages.

Teaching at the appropriate level means simplifying the concepts and providing concrete and meaningful examples--within the framework of health and family living. The subjects of conception, pregnancy and childbirth provide an interesting example. Consistent with a life cycle framework, none of these subjects is presented in a unidimensional way. Rather, the classroom teacher considers the human relationships involved, the emotional impact, the health aspects and the sociologic and economic consequences of each of these processes with the elementary as well as the secondary school student. So, if students, by the end of third grade, are to "identify the different ways living things reproduce themselves from a fertilized egg..." (Minimal Performance Objectives for Health Education in Michigan) they should also understand that human beings have the option of not reproducing themselves. If students, by the end of sixth grade, are to "demonstrate knowledge of the favorable health outcomes of family living" they should also understand the elements of and the importance of prenatal care. If by the end of sixth grade they are to "demonstrate knowledge of human reproduction as it relates to the family life cycle," and by the end of ninth grade "demonstrate knowledge of problems and consequences associated with various expressions of sexuality," then they should also understand the personal implications, the joys and the economic and social responsibilities of parenthood.

The main concern in this unit is reviewing facts of physiology and differences in growth and development, getting trainees to be more comfortable with the material and considering obstacles to teaching these aspects of sexuality.

D. Learning Experiences

1. Instructors can devise their own or select a standard sex knowledge inventory that is appropriately comprehensive and distribute the test to trainees to take on their own time. When they have completed the test ask them to return for a scoring sheet, correct their own test and then submit, anonymously, a listing of the particular questions they answered incorrectly. Pooling the incorrect responses provides an assessment of what information trainees need and, perhaps, also some areas of discomfort for them.

For knowledge inventories that are readily available see:

Morrison and Price (1974), "Physiology"
Sex Knowledge Inventory, Family Life Publications.*

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2. To review male and female physiology, Morrison and Price (1974) suggest a "Group Drawing of Female and Male Reproductive Anatomy," (pp. 52-54).

   Time: 30 - 40 minutes.

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3. The game is used here to review material and introduce a device that may motivate student learning. The game is also a response to the problem of young people relying on peers and often receiving bad information.

   CHALLENGE

   The class should be divided into two teams which will be competing against one another and a referee-scorekeeper should be appointed. Each team should designate a captain. The referee will draw a card and read the one word on it. The teams must then state a fact related to that term; the first team captain to raise a hand will be called upon to go first. The fact must be a one-sentence, correct bit of information that has not already been stated. The teams alternate back and forth with facts until a) one team challenges the other for an incorrect statement (determined by the referee); b) one team runs out of facts--at which point the other team may continue until it, too, runs out of facts or is challenged. If the challenge is denied the team may continue.

   Points will be scored as followed:

   1. First team to respond correctly--1 bonus point
   2. Each correct statement of fact--3 points
   3. Each correct challenge--2 points
   4. Each incorrect challenge--0 points
   5. Each incorrect statement--lose 1 point
   6. Each failure to challenge--lose ½ point

* See Unit XV: References. The address for each such distributor or source of materials throughout the manual is listed in Univ XV.

A round ends when both teams have either been challenged correctly or run out of facts. The referee will decide the challenges and also declare the failure to challenge a misstatement of fact.

Possible terms for this unit:

sex hormones	ovaries
puberty	breasts
menstruation	penis
conception	nocturnal emissions
birth	intercourse
pregnancy	

This game may be used with any age group--though the instructor will have to decide when to referee. The objectives are to train participants in rapid recall in using facts they have learned and in careful listening for misinformation.

Time: 40 minutes.

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4. A variation of CHALLENGE

Compounding the problem of incomplete and inaccurate information is the elaborate mythology surrounding sex and sexuality. In this version the group is divided into three or more teams each of which is given a list of myths (McCary, 1971), and several minutes to look over them. Team A starts and selects one statement which it reads to the other teams which must then respond by explaining why the statement is a myth. The first team ready to respond is called upon by the referee. If the response is not satisfactory the referee may call on the next team. If no other team can respond, team A is given the opportunity to explain it. The team providing a correct explanation proceeds to read another myth.

Points: Explaining a myth correctly - score 2 points
Explaining myth read by own team - score 1 point
Failure to explain myth read by own team - lose 1 point

Discussion:
a. Do you have any observations about these myths?
b. What is most often the source or sources of such myths?
c. Is there any difference between the myths related to physiology and those related to sexual functioning and variations in sexual functioning?
d. What can the classroom teacher do about such myths?

Time: 30 minutes.

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5. Knowing the facts is not necessarily the same as being able to relate them. The following role plays give trainees the opportunity to practice relating them. Divide into groups of 3 with one student, one educator and one observer in each group. Trainees should change roles each time as each group works out the three role plays. Write the role assignments on 3 x 5 cards to be handed separately to each trainee.

Observer: Note what the educator says and what is omitted. Also, notice any successful strategies or imaginative approaches.

A. Student: You are five years old. You are asking your mother "Tell me how I was born." If the mother makes no mention of the father, ask "Where was Daddy?"

Mother: This is the fourth time you are responding to this request. You can ask the child any questions you want to.

B. Student: You are a thirteen year old boy or girl who is not maturing physically as obviously or as rapidly as your best friend. You are in a class that has just seen a filmstrip on growth and development and would like to ask a question but feel awkward about it.

Teacher: You have a class of 12 and 13 year olds who vary greatly in pubertal development. You have just shown a filmstrip describing puberty and would like your students to express their concerns about the obvious differences among them.

C. Student: You are in a senior high school class in family living or parenting. You have been discussing childbirth and ask the teacher, "Isn't it very painful?".

Teacher: You have had one or two meetings in your family living or parenting class. The class has been discussing childbirth and one student asks _____

After the three role plays have the observers comment in turn and let trainees talk for a few minutes about how they felt during the exercise and what problems they had with it. Bring the whole group together again and ask if any group has a role play to share with the group or a question to bring up for general discussion.

Time: Allow 5 minutes for each role play. Total: 25 minutes.

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6. "A single picture is worth..." In Unit X the manual discusses the use of explicit materials in greater detail. Here, the concern is how and when to use pictures effectively.

   Collect the pictures (assignment #3) at the beginning of class. Anyone who wants them returned should put a name on the reverse side. Divide the class into groups of 4-6 and distribute several pictures to each group. Have them group them into ages with which they might use the pictures. Have each group report back, giving a review of how or when it would use the pictures.

   Discussion: a) Do all agree on how the pictures should be used?
   b) Would another medium be more acceptable - films, flimstrips, plastic models?
   c) Would you avoid using pictures at all? Why? or, if trainees are eager to use pictures, why do you think pictures are important? What do they do?

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7. Changes (Self-Incorporated, AIT, Unit XV References) is a film about puberty, variations--in males and females--and individual differences. The film provokes discussion of the physical and emotional changes occurring and the personal impact of these changes. Trainees will view the film, examine the teacher's guide and discuss various ways in which the film might be used in a student unit on human sexuality. Questions for discussion include:

   a. What is the film saying about development?
   b. How might this film be used to motivate students?
   c. What resources would you use to supplement this film?
   d. Can you anticipate any problems that would arise in using this film?
   e. What are its limitations? How could you work around these?
   f. Would you use this film with a group of students with special needs? If so, how would you adapt it?

   Time: 35 - 40 minutes.

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8. Development is a difficult concept. Too often it is restricted in use to describing the physical changes of early adolescence. Trainees should consider for themselves personal developmental changes that occur continually and also the emotional impact of such changes. Unit III goes into psychosexual development. Here, instructors might still emphasize the physiological basis of change.

Have each person draw a personal timeline of physical change from birth to the present. When they have finished, ask trainees what some of the most recent events they have included are. After they have shared some ideas, ask them to project into the future and, on a dotted line, fill in some events for the next 10 years. Then, have them put an asterisk(*) by the 3 or 4 most major events and for every event indicate with a +(positive) or a -(negative) how they remembered feeling about the event at the time, or anticipate feeling. Divide into small groups, separating men and women might be one way. Ask the trainees to share their positive and negative feelings about the events. Finally, ask them to consider:

a) How you feel now about those events?
b) How you feel about young people, your students or perhaps your own children, who are experiencing those same events?

Time: 40 minutes.

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9. Variations or follow-ups to the preceding exercise will provide the opportunity to examine the emotional impact of growth and development.

a) Instead of - or +, have trainees indicate more specifically their feelings about the particular change. Discussion:
   How did you handle these feelings?
   Who helped you?
   What other factors contributed to those feelings?
   Can you see how one person can help another with such feelings?

b) List a variety of feelings or emotions on the board:

jealously	satisfaction	anger
envy	depression	contempt
happiness	confidence	security
indifference	joy	alienation
love		

Have trainees mark out a time line and ask them to indicate on the time line when at least 7 different feelings, from the list, were important to them or even dominant. Ask trainees to consider for themselves:
   What was the situation?
   Who else was involved?
   What changed your feelings?

Discussion: How many of these feelings were related to changes in growth and development?

Time: 20 - 30 minutes each.

**10. Handout the quotation from Money and Tucker. Ask trainees to write for themselves specific examples of human sexuality involving each of the five senses. Allow 5 minutes after handing out the quotation. Then, instruct trainees to take the paper home, add more examples if they wish and then use each example to complete the statement "_____ is part of learning about sexuality."

Useful as information about reproductive processes may be, it is not by itself an adequate foundation for full sexual development. To deal with reproduction and leave out sensuality, eroticism, and love is little help to a preadolescent child who is trying to find out what sex is all about. Human sexuality involves all the senses -- touch, taste, sight, smell, and hearing -- and the most ecstatic reaches of emotion and sensation.

Money and Tucker, 1975, p. 132.

11. Vocabulary Exercise

In dealing with anatomy and physiology, the classroom teacher must use the language and vocabulary related to human sexuality facilely and comfortably. The trainees should sort out for themselves three or more vocabularies - the scientific, the everyday and the vernacular and must be able to translate, for themselves and their students, back and forth.

In this two-stage exercise trainees will have the opportunity to examine the three vocabularies and to use and respond to all three easily.

a. Vocabulary Brainstorming (see also Morrison and Price, 1974, pp. 30 - 33).

Divide the class into groups of five or six, select one word or phrase and then have each group list as many synonyms as it can in 3 - 5 minutes. Use words such as penis, vagina, intercourse, breast. Repeat using a different word.

b. Now, rearrange the class in dyads (who were not in the same group for Exercise 1) and ask that, taking the list from Exercise 1, they engage in a conversation for 3 minutes, trying to use as many of the words on the list as possible. Repeat with a different list. Debriefing:

1. Did you use all of the terms?
2. Did you find yourself using one vocabulary more than the others? Why?
3. Did you get better at it the second time?
4. How did you feel doing the exercise? Did your feelings change?

Time: 25 - 30 minutes.

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12. Discussion Guide - Boys and Girls Together or Apart

Like many other issues in the controversy over sex education, the debate over separate or mixed classes has prevented discussion of serious underlying issues:

a. What do boys and girls lose and gain when they are separated for a sex education program?
b. What are the alternatives the classroom teacher has for encouraging sharing and empathy, reducing embarrassment? All young people should be aware of differences among their peers while realizing their own concerns are not unique and isolated events.

The following exercise considers both discussion questions.

Divide the class into groups of five or six and have each group complete the following table in 5 - 8 minutes:

Single - Sex Classes	Mixed Classes
Advantages	Disadvantages
Disadvantages	Advantages

When the list is complete, ask trainees to rank their own concerns e.g., I have listed Mixed Classes - Disadvantages - embarrassment of an early maturing 5th grade girl - but consider this something that could be handled in a different way or not as important as a particular advantage I have listed. I might, then, number this fourth or fifth on my list.

After each trainee has finished, groups pool their lists, come up with three top priority concerns and for each one suggest a particular teaching strategy. After 15-20 minutes ask each group in turn to report on one priority.

In conclusion: (1) How important do trainees now feel the issue is? (2) How can a teacher educate parents and administrators to some of the options discussed?

Time: 35 - 40 minutes.

E. Further Suggestions

1. Have trainees examine existing curricula and family life and sex education, comparing them for what they include at what age group.

2. Have secondary school students write their own sex knowledge inventory and use it to survey information and misinformation among their peers.

3. Ask junior high or high school students to put together all the "stork" stories they know or other myths they've heard to explain conception and birth. They might discuss the reasons for such stories.

4. Have trainees collect a variety of stories and artistic expressions of sexuality that might be used with different ages. For each they should describe a lesson that would build on the physical facts described or implied in the story and the emotional elements.

5. Ask students to list the people they love then have them describe how they feel when with one person - listing as many different feelings as they can. The exercise will vary depending on student ages. For elementary students the exercise may be more concrete or may consist of a series of questions "Does the person make you laugh?" "Does the person make you angry?"

6. The time-line exercises may be used with secondary students.

7. Have trainees collect and share resources for teaching the facts of life to students with a variety of special needs.

F. Suggested Resources

1. Recommended Reading

Boston Women's Health Collective (1976), chapters 2, 6III, 10-17.

Carrera, Michael A. "Training the Sex Educator: Guidelines for Teacher Training Institutions," American Journal of Public Health, February, 1972, pp. 233-243.

Kagan, Jerome and Coles, Robert, editors. 12-16, Early Adolescence. New York: W.W. Norton and Company, Inc. 1972.

Katchadourian, Herant A. and Lunde, Donald T. (1975), chapters 1-6.

McCary, James. Sexual Myths and Fallacies. New York: Van Nostrand Reinhold Co., 1971.

Morrison and Price (1974).

Schulz and Williams (1969).

2. Audio-Visual Resources

Becoming a Woman/Becoming a Man - (Guidance Associates) sound filmstrip, junior high level

Growing into Womanhood/Growing into Manhood - (Guidance Associates) sound filmstrip, elementary level.

Changes (AIT).

The Change - Interviews About Menopause, Instructional Media Center, Michigan State University, 1977.

III. PSYCHOSEXUAL DEVELOPMENT

Sex education is not, however, only for the young; it is a life-long task whose aim is to help individuals develop their sexuality in a manner suited to their stage of live.

Interfaith Statement on Sex Education (Appendix B)

III. PSYCHOSEXUAL DEVELOPMENT

A. Goals and Objectives (See Unit II,A)

B. Syllabus

Assignment #1

Due: At class session on psychosexual development bring to class a one page description or list of highlights or your own psychosexual development - events and individuals who influenced your gender identity and behavior and sex behavior.

Assignment #2

Due: At class session on psychosexual development.

Read:

Katchadourian and Lunde (1975), chapter 8.

Kohlberg, Lawrence, "A Cognitive Developmental Analysis of Children's Sex Role Concepts and Attitudes," in Eleanor E. Maccoby, ed. The Development of Sex Differences. Stanford, CA: Stanford University Press, 1966.

Maccoby, Eleanor E. and Jacklin, Carol N. The Psychology of Sex Differences. Stanford, CA: Stanford University Press, 1974, chapters 8 and 9, especially.

Money, John and Tucker, Patricia. Sexual Signatures: On Being a Man or a Woman. Boston: Little Brown and Company, 1975.

Assignment #3 (optional)

Due: At class following session on psychosexual development. In class a chart "Sequential and Interactional Components of Gender-Identity Differentiation" will be distributed. Select 2 components on the chart and write a list or describe what each component consists of, using specific examples where relevant.

C. Background

The physiology of sex provides a well-defined body of knowledge and firmly established facts and data. In the area of psychosexual development there has been a flurry of research and investigation, a variety of results, and much debate. While trainees might not be able to extract concepts and facts, beyond discussions of sexism and sex roles, directly from this unit for classroom use, the material and experiences presented are basic to their own understanding of sexual development and functioning. Such an understanding will be reflected in the setting of objectives and construction of lesson plans.

One framework for examining psychosexual development presents an outline of the sexual system (Sadock, Kaplan and Freedman, 1976 pp. 4-5):

Biological sex-chromosomes, hormones, primary and secondary sex characteristics;

Sexual identity (core gender identify) - the individual's inner feeling of maleness or femaleness;

Gender identity - sense of masculinity and femininity;

Sexual role behavior

a) gender behavior (gender role) - behavior associated with gender identity

b) sex behavior - behavior based on desire for sexual pleasure, including sexual response cycle and dysfunctions.

Trainees are wise to keep in mind two provisos: After outlining the above system, the authors point out "One may separate sexual behavior and gender behavior for the purposes of analysis and study, but, in actual functioning, sex and sexuality are intimately connected" (Sadock, et al., 1976, p.5). Also, using such an outline does little to resolve the several theories of psychosexual development.

Katcnadourian and Lunde (1975) provide a useful summary of the various theories. Trainees' understanding of these will vary with the depth of their background in psychology. It will be useful to review instinct and biological theories, psychoanalytic theory, behavioral theories, and developmental theories, with several purposes in mind: to encourage trainees to discuss and question their own biases in psychology, to deal with misunderstandings of the various theories, and to introduce trainees to up-to-date research that bears on the theories.

Research is seeking to explain the determinants of both aspects of sexual role behavior. But, as Maccoby and Jacklin have pointed out, too often in the past, there has been a tendency to oversimplify and accept explanation for cause:

It has been clearly demonstrated that children will imitate the more dominant powerful figure when more than one model is available; furthermore, children will choose to imitate a more nurturant model, other things being equal. Within a given family, then, if the mother is the more nurturant figure, children of both sexes should imitate her for this reason; if the father is the dominant figure, children of both sexes should imitate him for this reason. These processes would not make boys masculine and girls feminine. Freud, in his discussions of the psychosexual development of the two sexes, stumbled over this issue and attempted to solve it by simply saying that the boy identifies with the aggressor, whereas the girl's identification

with her mother is "anaclitic" - that is, based upon nurturance and dependency. This "solution" is merely a restatement of the problem. It does not provide a reason why the power of a model, or the nuturance of a model, should affect the two sexes differentially. It simply asserts that this is the case. (Maccoby and Jacklin, 1974, p. 286)

The formation of gender identity, as it is currently understood, is presented clearly and cogently in the writings of John Money (Money and Ehrhardt 1972, Money and Tucker, 1975). Brecher (1969) also provides some interesting background on the progress of the scientific studies and the integration of new findings. An in-depth study of gender identity is beyond the scope of the manual. Money and Enrhardt have diagrammed the components of gender-identity differentiation. Such a chart can demonstrate to trainees the complexity of psychosexual development. Trainees might also be asked to explore each of the components (Assignment #3,also see page III-4).

Gender role or behavior is a popular topic today and trainees will be familiar with school-related issues of sex-role stereotyping. While schools and teachers have concerned themselves with sex stereotyping in literature they have not begun to examine the implications of the sexist perspective. Nor have they related sexual labelling to the general attitudes toward sex and sexuality prevailing in comtemporary society. Again, the manual urges consideration of the broad and multidisciplinary approach. If teachers are to eliminate sexist biases, they should also be asking of what value are such biases? Why have we had them in the past? What will it mean if we do eliminate them? Finally, it is naive to think that the stereotypes will be abolished by changes in the classroom alone. And so the teacher must ask - how do these roles and attitudes originate? Of what importance are parental and cultural values, biology and social conditioning in shaping these differences? Where changes are occurring? What impact do such changes have on a particular individual? (See also Unit VI.)

Though instructors cannot provide trainees with definitive explanations, they can discuss with them some of the issues above. From readings in Maccoby and Jacklin (1974) and Kohlberg (1966 see assigned reading) the instructor can employ four important guidelines in discussing psychosexual development:

1. There are differences between gender behavior and sex behavior and between childhood and adult sexuality.

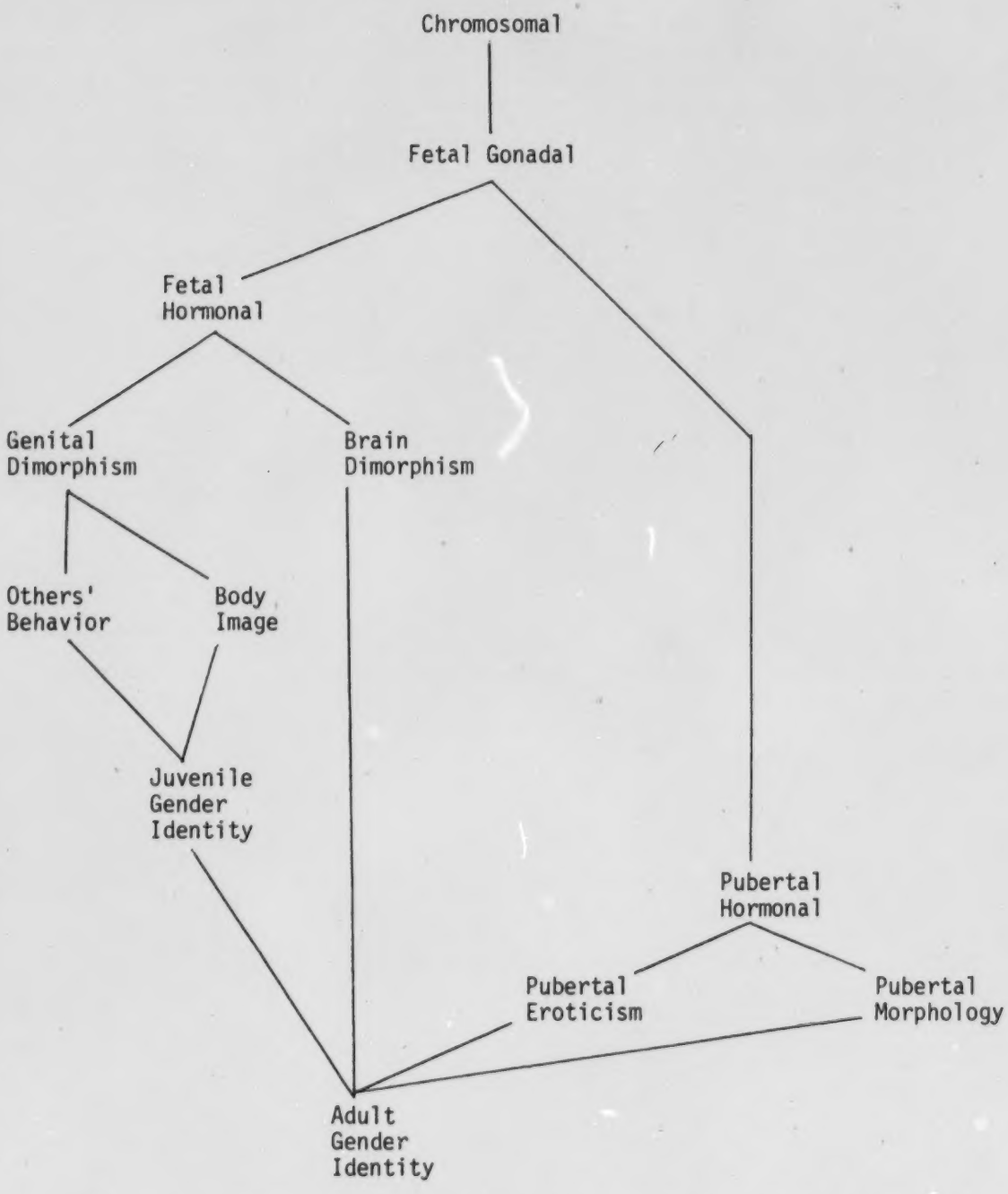
2. The child's gender behavior has a cognitive basis.

3. Parental influence has limitations.

4. Peers and models other than the parents play an important role in the socialization process.

SEQUENTIAL AND INTERACTIONAL COMPONENTS

OF GENDER-IDENTITY DIFFERENTIATION*



*John Money and Anke Ehrhardt, Man and Woman, Boy and Girl, Johns Hopkins University Press, copyright © 1972 by The Johns Hopkins University Press. Reprinted by permission of the publisher.

Understanding what is now known about the development of gender role and behavior, the trainees might then consider how a school program should relate to such factors as cognitive development and role modeling. Eliminating sex role stereotyping and implicit discrimination may be valid, but should it be the only objective of efforts in this area? Insight into the developmental process can help trainees to examine with their students the nature of the effect of parents, peers, TV and other media upon sexuality. Psychosexual development is one area where we have carefully documented examples of the complexity of influences. The impact of such influences upon a range of sexual attitudes and behaviors will be discussed in the following units.

The exercises which follow give the instructor the opportunity to consider the process of psychosexual development, the development of gender identity and role and the current controversies about gender behavior. Unit VIII looks more closely at sex behavior.

D. Learning Experiences

1. Ask trainees to bring to class 1-2 pages of autobiographical highlights of their own psychosexual development. Suggest that they try to recall earliest memories and middle childhood as well as adolescent experiences. Also emphasize possible familial influences.

   With the autobiography in hand, trainees should divide into small groups and have each group discuss such questions as

   a. How far back do memories reach?

   b. What roles do brothers, sisters, fathers, mothers and other family members play?

   c. Does size of family or birth order appear to be important?

   d. What influences outside the family were especially important?

   e. What less obvious or less direct influences must have existed (either prior to your memory or without being attended to) as well?

   Subsequent discussion by the whole class should relate the autobiographies and small groups discussions to the assigned readings.

   VARIATIONS:

   Divide into single sex groups and then upon coming together as a class assess the differences between males and females.

   Have the papers submitted anonymously, shuffle and redistribute them. Call on volunteers to share with the class items that they feel are especially significant for what they have included or omitted or are common to many of the accounts.

   Time: 30-45 minutes.

---

2. List on the board a number of reported items from the autobiographies. Then ask trainees to divide the items into three categories. An item may appear in more than one column.

Gender identity	Gender behavior	Sex behavior

Discussion: a) Was it easy to categorize the items?

b) Was one category easier to define than the others?

c) Why is there some/no overlap?

d) What can you say about the items that do fall into more than one category?

Time: 20 - 25 minutes.

---

3. Have trainees grouped according to the age which they teach. Ask each group to prepare some examples of gender behavior and sex behavior occurring in the age group. Share discussion with other groups.

Time: 20 minutes.

---

4. One important understanding of this unit is the deep rooted origins of both sex and gender behavior. Individual points of view include those who espouse equality of the sexes, militantly oppose any stereotyping and discrimination, uphold the traditional male and female roles, as well as those who are ambivalent. It may be possible for any of these individuals to set up, consciously or unconsciously, different expectations for males and females.

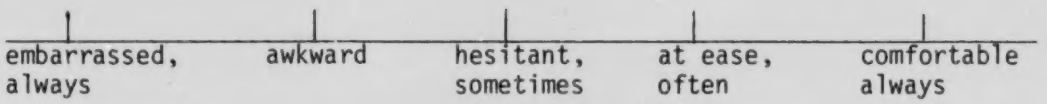
**a) As a preliminary step to this exercise have trainees fill in the statements measuring their feelings (following page). The questionnaire may be distributed again at the end of this set of exercises for trainees to evaluate themselves.

Time: 5 minutes.

b) See Morrison and Price (1974), "Sex Roles," pp. 67-94.

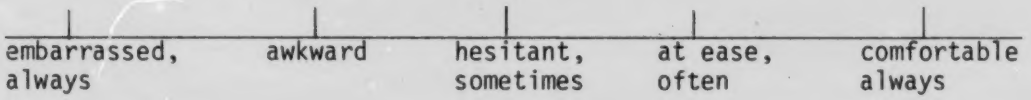
Circle your own sex then indicate what place on the line represents your own feelings
As a male/female

1. I feel



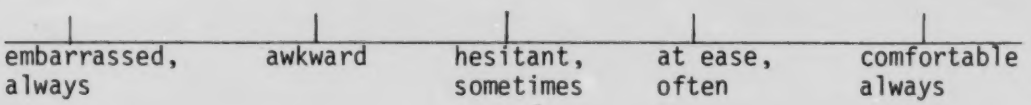
in discussing topics in human sexuality with female students.

2. I feel



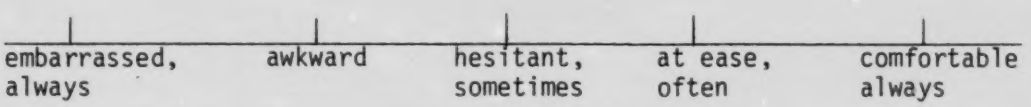
in discussing topics in human sexuality with male students.

3. I feel



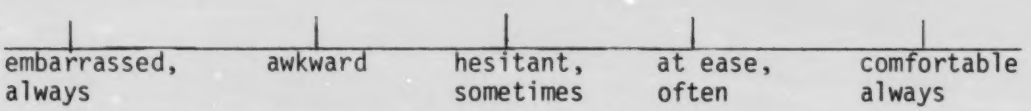
in discussing topics in human sexuality with female friends.

4. I feel



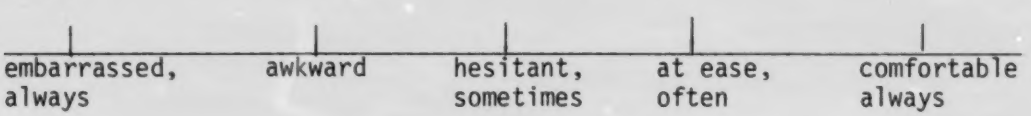
in discussing topics in human sexuality with male friends.

5. I feel



in discussing topics in human sexuality with older female relatives.

6. I feel



in discussing topics in human sexuality with older male relatives.

5. As males or females classroom teachers may feel awkward or hesitant in relating to students of the opposite sex about some of the least often discussed topics in human sexuality. Other exercises have tried to examine some personal attitudes toward masculinity and femininity and male and female roles. Here, trainees look more closely at role expectations and attitudes and teacher-student interaction.

   Put the following list on the board. Have trainees take a piece of paper and make 2 columns:

   Boys Girls

   Have them put each word in one or both columns to indicate if they would feel awkward discussing that topic with boys, girls or both:

childbirth	contraception	foreplay
menstruation	condom	intercourse
nocturnal emissions	foam	breast-feeding
penis	homosexuality	rape
vagina	lesbianism	menopause
conception	masturbation	birth control pill
family planning	petting	sterilization

   Have the males in one group and females in another spend some time discussing how they would react to the topics and how they feel about relating to students of the opposite sex. Ask them to be specific about fears and anxieties.

   Then, randomly assign each trainee to a partner. One trainee in each pair will assume the role of a teacher of the opposite sex. The other trainee will play the role of a student of the same sex as the teacher in the role play. For example, Trainee A, female, assumes the role of Mr. A, a male teacher and Trainee B assumes the role of Young B. a male student. The student will then select one topic from the list above and pose a question to the teacher to begin the role play.

   After 5-10 minutes stop, let Trainee B assume the role of teacher of the opposite sex and continue as above.

   Optional: Follow-up this exercise by having trainees play the roles as they are dealing with students of the opposite sex.

   VARIATION: Use other dimensions in the exercise, with or instead of sex. Two important ones are AGE and RACE.

   Discussion: How did you feel playing the teacher of the opposite sex?
   As student what did you feel?
   Would the age of the student matter?
   What other factors might affect the interaction?

Would it matter if it were a group or individual discussion?
Are you satisfied with your ability to interact with students of the opposite sex?

Time: 45+ minutes.

**6. Money and Tucker link social attitudes about sexuality and the prevailing lack of knowledge about sex to a superficial separation of the sex roles. This interesting hypothesis can be used to start a discussion of trainees attitudes about trends toward unisexism; the need for solid biological information, the impact of such education and the development of sex role stereotypes.

Handout the quotation to the trainees, take a straw vote on how many agree with Money and Tucker, then ask them to consider:

1) What are the underlying assumptions?
2) What facts would be relevant in evaluating this statement?
3) Do you believe that accurate information about the genital sex differences and their uses will help children in any way?

Time: 20 minutes.

Nevertheless there are surprisingly many American children today who literally do not know the genital difference between males and females, others who have a great store of misinformation about reproduction to confuse them, and still others who know enough but are so inhibited that they can't talk about it. Small wonder that they grow up clinging desperately to the superficial sex differences, for one must have *something* to cling to, if it's only that "men are helpless in the kitchen," or "women can't drive a nail in straight." Children whose gender schemas are built around the sturdy framework of accurate information about the genital sex differences and their uses can afford more freedom in pursuing their individual bents, and later they can wash dishes or shovel coal, tend children or run for public office, without straining their confidence in themselves as masculine or feminine.

(Money and Tucker, 1975, pp. 130, 131)

Exercise 6

7. The home and the social environment of the school may provide conflicting perspectives on sex role and sexuality to the student. This may be true for the child whose home is free and open - in behavior and communication - who finds classmates giggle when they say penis or refer to any bodily functions. It may be true for the child who has had no discussion of human sexuality at home and finds the teacher providing an opportunity for discussing subjects nobody is supposed to talk about. Similarly, some children being reared with few of the traditional role discriminations at home may find themselves in a social environment where friends assume clearly delineated roles. Does this present problems for the child? What then is the schools role?

   Have trainees brainstorm goals or outcomes of a program that deals with sex roles and sexism. Encourage them to consider, what all the implications are. Then take alternatives one at a time and attempt to label them desirable or undesirable - having the group discuss and debate and, if possible, arrive at some consensus.

   Time: 20 minutes.

E. Further suggestions

1. Sex and sexuality are not only intimately connected they are integral aspects of the total personality. Lessons and learning experiences for students should be built around these concepts and should have the objective of enhancing self-esteem and building self-concept. Central to this, is also the notion of respect for other individuals - for the communication of such respect and the feeling that one is respected by others are important to self-concept.

2. "Free to be You and Me," a book and record which may be familiar to many, is now available as a multimedia package, including sound filmstrips, guide, book and games, from McGraw-Hill Films. The songs are singable, the stories interesting and both are useful for discussion.

3. Provide opportunity, especially at the elementary level, for ample discussion of sex roles, differences between the sexes and feelings about gender role and behavior.

F. Suggested Resources

1. Recommended Readings

Bernard, Jessie. Women, Wives, Mothers: Values and Options. Chicago: Aldine Publishing Company, 1975.

Brecher, Edward. The Sex Researchers. Boston: Little, Brown, 1969.

Gadpaille, Warren. The Cycles of Sex. New York: Charles Schribner's Sons, 1975, Introduction, especially.

Gagnon, John and Simon, William. Sexual Conduct: The Social Sources of Human Sexuality. Chicago: Aldine Publishing Co., 1973, especially chapter 2.

or, in Morrison and Borosage (1977), pp. 9-26.

Gordon and Libby (1976), part one.

Lynn, David. The Father: His Role in Child Development. Monterey, CA: Brooks Cole Publishing Co., 1974.

Money, John and Ehrhardt, Anke. Man and Woman, Boy and Girl. Baltimore: Johns Hopkins Press, 1972.

Sherfey, Mary Jane. The Nature and Evolution of Female Sexuality. New York: Random House, 1972.

Somerville (1974), chapter 8, "Sex and Role: Who's who in the Family".

2. Audio-visual aids

Several excellent films are available.

Men's Lives (New Day Films) - 43 minutes, high school+

Growing Up Female (New Day Films) - 50 minutes, high school+

Anything You Want To Be (New Day Films) - 8 minutes, high school+

Different Folks (Self-Incorporated, AIT) - 15 minutes, junion high

IV. VALUES EDUCATION

Healthy attitudes toward sex begin in the child's earliest years; they can best develop in an atmosphere that fosters in him a deep sense of his own self-worth, bolstered by love and understanding.

Interfaith Statement on Sex
Education (Appendix B)

IV. VALUES EDUCATION

A. Goals and Objectives

Goal

The teachers-in-training will use communications skills and teaching methods that encourage discussion and understanding of values regarding family life and sexuality.

Objectives

1. Given a particular age group and topic of discussion on a written examination, the learners will

   a. Explain two different values education approaches a teacher might use;
   b. Outline a value conflict or dilemma to pose to students

   and will be evaluated by the instructor in terms of appropriateness for the age group and application of values education methods.

2. The teachers-in-training will prepare a lesson which uses one values education approach and includes objectives of the lesson and a method of evaluating the students and will be evaluated by the instructor for correct understanding of basic concepts of values development and consistency among objectives, learning experiences and evaluation.

B. Syllabus

Assignment #1

Due: At class session on values education.

Read:

Maddock, James W. "Morality and Individual Development: A Basis for Value Education," The Family Coordinator, July 1972, pp. 291-302.

Brophy, Jere E. Child Development and Socialization. Chicago: Science Research Associates, 1977, 396-423.

Kohlberg, Lawrence and Turill, Elliot. "Moral Development and Moral Education," in Collected Papers on Moral Development and Moral Education; Lawrence Kohlberg, 1973.

Kohlberg, Lawrence, "The Cognitive-Developmental Approach to Moral Education," Phi Delta Kappan 56 (June 1975): 670-77.

C. Background

A major concern in the debate over sex education programs in the schools has long been the place of attitudes and values in such programs. This unit begins with a brief discussion of the nature of that concern and then develops a framework for values education that seeks to avoid such dangers.

Many who have opposed sex education programs have expressed a fear that such programs will encourage experimentation and promiscuity, that they will result in loose morals or the weakening of moral fiber established in the home. Either of two notions might underlie this view: a) exposure to a variety of points of view is a threat to established moral beliefs and behavior, or b) teachers or those whose views are respected by students hold and propound values that conflict with those of the family. More recently, those who have in the past supported sex education programs have expressed a concern about the mistrust of the attitudes and values of sex educators--they fear the imposition of a rigid set of moral values and a closed or negative attitude toward expressions of sexuality.

From differing perspectives, both groups have focused on the question "Can and should sex education be value free?" Recalling the introductory session and the exercise "Sex education occurs when..." trainees should realize the futility of such a question. Sex education, as a continuing process that occurs at home, school, through friends and the media, always has both cognitive and affective aspects. The more important concern is the nature of the values education component of a family life and sex education curriculum, for the emphasis must be on teaching a process rather than inculcating particular values.

Within the context of the manual, the Raths-Simon-Harmin values clarification approach is limited as a tool for values education. Because the values clarification techniques lack a sound theoretical or research base, it is difficult to apply them to a comprehensive program-e.g. there are no criteria for judging what is appropriate for third and what for sixth or tenth graders. Furthermore, it is difficult to relate the exercises that exemplify the values clarification process to moral development. Values clarification does, however, play an important role in student problem solving. Going through the steps of choosing, prizing and acting helps the student identify the affective or attitudinal dimensions in decision-making. The next unit examines values clarification in this context.

Values education, as understood by the followers of Kohlberg is a dynamic process. Kohlberg's writings on cognitive-moral development form the basis for his developmental approach to values education. His theory of moral development posits three major stages (the preconventional, conventional and postconventional) and is strongly influenced by Piaget. It is a theory of cognitive-moral development, linking moral judgment and the child's ability to think in moral terms to Piaget's stages of cognitive development, his preoperational, concrete operational and formal operational stages. The child in the middle elementary years,

for example, Piaget's concrete operational stage and Kohlberg's stage of conventional morality, can grasp rules but does not think in abstract terms and does not make moral or value decisions on the basis of abstract concepts or universal principles such as justice.

Several writers have considered the educational implications of Kohlberg's theories. Maddock asks:

> *What are the implications of this picture of moral development for education, and particularly for sex and family life education? First, it demonstrates the need for a sound theory of value acquisition to underlie educational approaches and teaching techniques. Without an operational view of moral development, it is difficult or impossible to judge the relative merits of one or another educational strategy. What "works" cannot be determined unless it is known what is supposed to happen as each approach or technique is attempted. What seems to work with one age group does not have the same impact upon those of a different age. Thus, teachers are often forced to work haphazardly with one or another educational technique and without clear goals* (Maddock, 1972, p. 298).

His "Model of Moral Development for Value Education" relies heavily on Kohlberg and, in the adolescent years, on Erikson and outlines the development of moral judgment.

TABLE 1. A MODEL OF MORAL DEVELOPMENT FOR VALUE EDUCATION*

Appropriate Age Range	Contents of Morality at Various Stages of Development	Complementary Behavior by Significant Adults Necessary for Emergence of Contents of Morality	Educational Strategies (For Parents and Teachers)
Infancy and Early Childhood (0 to 4 or 5 years)	-subjective moral feelings acquired through identification with significant adults -conditioning of behavior through security and love exchanges...	-loving care, including predictable behavior -trustworthy behavior	-communication of moral feelings -consistency of example... -educational exercises to enhance self-esteem
School age (5 to 14 or 15 yrs.)	-recognition of community norms and standards -rational understanding of consequences of behavior -ability to judge value of required behavior...	-rational explanations for required behavior -conveying of a sense of justice and application of rules of fair play -protection from unreasonable limitations and demands	-improvement of cognitive skills -problem-solving opportunities -value-clarifying exercises
Adolescence (15 or 16 yrs. to psycho-social maturity)	-transcendence of group conformity by a sense of individual purpose -exploration of ideological alternative in line with emerging identity...	-responsiveness to adolescent search for identity -responsible care of the world, held in trust for next generation	-opportunities for responsible experimentation within safe limits -Identity-clarifying exercises -presentation of ideological alternatives
Adulthood	-sense of larger meaning and significance -conviction of moral action as worthwhile, i.e., responsible action by mature self	-shared community of faith i.e., existential conviction that life is meaningful -relationships of concern	-a sense of commitment conveyed to the young -genuine authority based upon worthy communication

* Excerpted from Maddock(1972). Reprinted with the permission of the author.

Brophy (1977, pp. 396-423) carefully distinguishes moral behavior and moral judgment, reiterating that in research to date measures of development in moral judgment, moral affect and moral behavior have not correlated highly. Moral judgment relates to cognitive, especially verbal, abilities and the educational programs with a Kohlbergian bent are exercises in verbal reasoning. Brophy advocates parental modeling and socialization processes that encourage individuals to cope with conflicts between moral beliefs or ideals and desires. Though he does not spell out educational strategies, the socialization processes Brophy describes (including acceptance and love, fostering a positive self-concept, modeling prosocial behavior, explaining rules, establishing positive expectations, stressing general principles, focusing upon consequences, allowing adolescents the freedom to examine alternative beliefs and behaviors) are similar to some of Maddock's "Complementary Behavior" and "Educational Strategies" and they are relevant at different stages of development.

This discussion is meant to clarify the needs of teachers in preparation for values education in family life and human sexuality. Three important areas are evident: understanding of Kohlberg's and also Erikson's theories of development, an awareness of the distinct aspects of moral development--moral judgment, moral affect and moral behavior, and the educational implications of such understandings. Assigned readings in Kohlberg, Maddock and Brophy, class discussion and the first two learning experiences should clarify the first two areas. The remaining exercises concentrate on the educational implications and encourage trainees to try a new approach to values education. This unit is structured to focus upon class discussion of the assigned reading. Trainees who have had experiences with either approach to values education may want to share some of their experiences. The emphasis here is upon the process of values education rather than the trainees' own attitudes and values. There are fewer exercises for the trainees. Classroom applications will be in the form of building programs that integrate such approaches to values education.

D. Learning Experiences

1. For trainees who are not familiar with the writings of Lawrence Kohlberg, either of two Guidance Associates filmstrip series provides a good introduction to both the theory and its application in the classroom: A Strategy for Teaching Values and Teacher Training in Values Education: A Workshop.

Time: 30 - 40 minutes.

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2. Discussion of assigned readings:

   a) Outline stages of moral development as Kohlberg describes them.

   b) Why is Kohlberg's theory one of cognitive moral development?

   c) In what way is it developmental?

   d) What are the differences between moral judgment, moral affect and moral behavior?

   e) Which are you concerned about?

   f) Does this approach differ from values clarification? How?

Time: 45 minutes.

**3. Maddock lists "Educational Strategies (for Parents and Teachers)." Distribute the handout to the class and ask them to brainstorm many specific examples for each educational strategy listed. Trainees might then initial T(Teacher) and/or P(Parent) to indicate for whom the strategy is feasible or appropriate.

Time: 15 - 20 minutes.

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4. Divide into three groups representing: a) 8 or 9 year olds; b) 12 or 13 year olds; c) young adults. Each group should take 15 minutes to select one of the following topics and develop it into a values education dilemma, case study or role play and explain how it might work with the assigned age group.

A teenage pregnancy	A teenager's abortion
Using contraception	A woman leaving her husband and child
Boys and girls seeing one another naked	An out-of-wedlock birth

   Ask each small group to explain to the others: a) the program it has planned, and b) how the program incorporated developmental concepts.

Time: 45 minutes.

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5. Both Brophy and Maddock rely on Erikson to argue that adolescents do need the opportunity to experiment with a variety of behaviors as they clarify their own identity and purposes. A question of concern to many adults is often what are the limits on such experimentation? Should there be limits? Recalling the developmental perspective, there are two important concepts to keep in mind--the individual's need for rules or an external authority and also the ability to reason abstractly and apply general principles in setting limits for one's self.

Educational Strategies*
(For Parents and
Teachers)

-communication of
moral feelings
-consistency of
example...
-educational exercises
to enhance self-esteem

-improvement of
cognitive skills
-problem-solving
opportunities
-value-clarifying
exercises

-opportunities for
responsible experi-
mentation within
safe limits
-Identity-clarifying
exercises
-presentation of
ideological alterna-
tives

-a sense of commitment
conveyed to the young
-genuine authority
based upon worthy
communication

* Excerpted from Maddock (1972). Reprinted with the permission of the author.

Exercise 3

Ask the trainees to share their own experiences with these aspects of adolescence--the experiences may be their own or those as teachers, parents or friends of teenagers.

a. Have trainees found many teenagers are still at the authority maintaining level?
b. How do trainees feel about such experimentation?
c. What significant or seemingly insignificant experiences can trainees identify that shaped their own values or behavior? Were these experimental? Can they recall any inhibitions on their own experimantal behavior? How have these shaped their behavior?

Time: 20 - 30 minutes.

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6. Maddock's model includes educational strategies. Brophy suggests that socialization, which keeps vulnerability to conflict low and helps to develop coping skills, can encourage moral development and prosocial moral behavior. But specific educational strategies are not spelled out and there are few materials available. It remains for the classroom teacher to implement such a program.

   a. As a preliminary task, have trainees develop criteria for such a values education program, brainstorm and then combine and refine standards. To begin, offer as a suggestion: Values education should be directed at moral behavior as well as moral judgment.
   b. With these clear criteria available for all, break the trainees into small groups and ask each group to design a values education lesson for whatever audience it selects. One or two groups may then teach their lesson to the class.

Time: 45+ minutes.

E. Further Suggestions

1. Though not exclusively devoted to issues in family life and sex education Photo Study Cards: Meaning and Values (Greenhaven Press, Inc.) do provide some opportunities for moral development. They are for use with secondary school students.

2. Secondary students may want to explore the question of values that relate to sexuality. Through a questionnaire or sample survey they may explore whether there is a gap between attitudes and behavior in the areas of family life and human sexuality.

3. Adolescents can also grapple with the question of rules and control vs. freedom and experimentation. They might compare differences from family to family or might try to develop some guidelines for themselves. Note that this discussion would be in the context of values education and self-identity, it is one way of looking behind the breakdown of communication between parent and adolescent.

4. Elementary students can also talk about rules and the sources of values. Ask them what rules they have in their families and let them compare notes. Ask what the rules are for and where they came from?

5. Elementary students might also consider examples or times when they've said "it's not fair!" Ask: when do you use that phrase? Do both people usually see it the same way? Do you use it more with friends or your family? Who can decide what is fair? Though "fairness" may be an abstract or ill-defined term, such questions will allow students to examine it in concrete terms and also see its impact upon interaction with other people.

F. Suggested Resources

1. Additional Readings

Kohlberg, Lawrence and Gilligan, Carol. "The Adolescent as a Philosopher: The Discovery of the Self in a Post-conventional World," in Jerome Kagan and Robert Coles, eds, 12-16, Early Adolescence. New York: WW Norton and Co., Inc. 1972.

Metcalf, Lawrence, editor. Values Education, Rationale, Strategies and Procedures. 41st Yearbook, Washington, D.C.: National Council of the Social Studies, 1971.

Superka, Douglas et al. Values Education Sourcebook. Social Science Education Consortium, 1975.

2. Audio-Visual aids

A Strategy for Teaching Values; Teaching Training in Values Education: A Workshop. Sound filmstrips, Guidance Associates

Meaning and Values. Photostudy cards, Greenhaven Press.

V. GROUP PROCESS, DECISION-MAKING AND OTHER APPROACHES WORTH TRYING

Skills, values, and knowledge ought to be learned ordinarily in the context of decision making because they are required for it. That statement can be turned around: skills, knowledge, and values have implications for action, and action has consequences. Inept thinking and misunderstanding of the social world lead to what is unforeseen and unfortunate, just as fuzzy and ill-considered values lead to what is unwanted. To come closer to the out-comes they want, to the realization of worthy values, young people must learn to decide.

(Fair, 1977, p. 50)

V. GROUP PROCESS, DECISION-MAKING AND OTHER APPROACHES WORTH TRYING

A. Goals and Objectives

Goal

The teachers-in-training will reflect open, nonjudgmental attitudes, use communications skills and teaching methods that encourage open communication, and recognize the limits of their capability to counsel.

Objectives

1. Given a written dialogue between student and teacher, the learner will identify correctly 80% of the value-laden statements.

2. In a practicum or a role play, the learner will lead a group discussion that:

   a. Encourages student participation;
   b. Provides support for students who do speak out in the discussion;
   c. Gives students the opportunity to express themselves;
   d. Encourages interaction among the students

   as evaluated by the student group on a post-discussion questionnaire (e.g., I felt free to speak out in this discussion:

   Never/A few times/Half the time/Most of the time/All of the time)
   1 2 3 4 5

   More than 70% of the responses should be 3, 4, or 5 for a satisfactory rating.

3. Given two problem or crises situations, the learners will be able to describe the limits of their counseling skill and suggest referrals that are appropriate in terms of the problem and age of the student and thorough in terms of community resources as evaluated by the instructor.

Goal

The teachers-in-training will use communications skills and teaching methods that encourage understanding and application of decision-making processes.

Objectives

4. Given a particular age group and topic of discussion on a written examination, the learner will:

   a. Explain two different decision-making approaches that might be used by the teacher;

b. Outline a problem solving exercise to pose to the students;
c. Suggest an exercise to develop decision-making skills

and will be evaluated by the instructor in terms of appropriateness for the age group and application of a decision-making model.

5. The learners will prepare a lesson which:

a. Uses one problem solving approach and includes objectives of the lesson and a method of evaluating students;
b. Teaches decision-making skills and includes a method of evaluating student learning

which will be evaluated by the instructor for correct understanding of basic decision-making concepts and consistency among objectives, learning experiences and evaluation.

B. Syllabus

Assignment #1

Due: At class session on group process...

Read:

Kurfman, Dana G., editor. Developing Decision-Making Skills. Washington, D.C.: National Council for the Social Studies, 1977, chapters 1,2,5,8.

Gelatt, H.B., et al. Decisions and Outcomes. New York: College Entrance Examination Board, 1973.
Decision and Outcomes: A Leader's Guide, New York, College Entrance Examination Board, 1973.

Morrison and Price (1974), "Introduction," "Group Building Activities" and "Values Clarification."

Schiller (1973), chapter 6.

C. Background

Sex education in the broad context of human sexuality and interpersonal relationships requires that classroom teachers try out a variety of non-traditional methods. Successful sex education programs such as those in Winnetka, Illinois (see Unit XIII) and at the Webster School, Washington, D.C., have relied heavily on small group discussions and student-teacher interaction. The basic goal in establishing a classroom environment for sex education should be to encourage open honest communication so that students are willing to express their questions and concerns, examine their own values, and become more aware of the concerns and values of others. A second and equally important goal is to provide a model of such communication and a model for problem-solving as well. Group process, decision-making, values clarification and counseling are all methods that attempt to achieve these goals.

Trainees may be familiar with the group process from their own experiences or, at least, from the preceding exercises in the manual. Some discussions of the rationale behind the group centered approach and the goals of such an approach may be important for trainees who have not had much small group experience. Trainees will be concerned about the theory which helps to predict where a group will go and the mechanics of running a group - showing how to get there. References in Schiller (1973) and F,1 will introduce trainees to the theory of groups and group leadership techniques.

Tnree important aspects of group process in the classroom are 1) setting the proper environment - having student goals and expectations be consistent with group activity; 2) establishing an atmosphere of trust and 3) providing the opportunity for constructive feedback. Some useful techniques for dealing with these aspects can be found in recent educational literature. Johnson and Johnson have set criteria for 3 models of classroom activity:

*APPROPRIATE CONDITIONS CHART**

	Cooperative	*Individualized*	*Competitive*
Type of Instructional Activity	*Problem solving; divergent thinking or creative tasks ... with students doing the clarifying, decision making, and inquiring.*	*Specific skill or knowledge acquisition; assignment is clear and behavior specified*	*Skill practice; knowledge recall and review... rules for competing specified.*
Perception of Goal Importance	*...students expect group to achieve the goal*	*...each student expects eventually to achieve his goal*	*Goal is not perceived to be of large importance to the students, and they can accept either winning or losing.*
Student Expectations	*Each student expects positive interaction with other students; sharing of ideas and materials; support for risk taking...*	*Each student expects to be left alone by other students; to take a major part of the responsibility for completing the task; to take a major part in evaluating his progress toward task completion and quality of his effort.*	*Each student expects to have an equal chance of winning; to enjoy the activity (win or lose)...*
Expected Source of Support	*Other students are perceived to be the major resource...*	*Teacher is perceived to be the major resource...*	*Teacher is perceived to be the major resource...*

* Excerpted from David Johnson and Roger Johnson, Learning Together and Alone, © 1975, p. 62. Reprinted by permission of Prentice-Hall Inc., Englewood Cliffs, New Jersey.

These guidelines clarify the tasks of the classroom teachers: establishing the goal, creating realistic student expectations and providing the resources and guidance needed for fulfilling these expectations and completing the task.

The same authors also provide several evaluative checklists which allow for self-evaluation and constructive feedback (see Unit IX). One such checklist examines the establishment of trust behavior. This would be most useful when the group has functioned together for a while and has experiences to review and yet early enough so they can return to the group experience after responding to and discussing such remarks as:

I offer facts, give my opinions and ideas, provide suggestions and relevant information to help the group discussion:

Never / Seldom / Frequently / Always

I give support to group members who are on the spot and struggling to express themselves intellectually or emotionally.

...

*I keep my thoughts, ideas, feelings and reactions to myself during group discussions.**

...

Woodley and Driscoll have outlined some criteria that students may use for self-evaluation of the group process in decision-making; it is a useful guide for constructive feedback.

1. *Frequency of talk. Every time a member makes a verbal entry into the discussion, make a single tally next to that person's name.*
2. *Kind of comment. The comment of each participant is classified as C (Closing), S (Sustaining), or E (Extending). A Closing comment is one that tends to thwart or shut off further exploration. "That's a dumb idea!" or "I don't have anything to say."...*
3. *Role of Each Participant. The kind of role generally played by each participant can be described as Initiator (I), Facilitator (F), Blocker (B), Non-contributor (N).*
4. *Time it takes to reach a decision. Record in total number of minutes.*
5. *Quality of decision. Quality might be rated according to predetermined criteria for the issue in question... The decision might also be rated as Poor, Fair, or Good on the basis of the decision-making skills demonstrated by the participants. Such as: group understands decision situation; group recognizes value considerations; group seeks alternatives; group weighs alternatives, etc.*
6. *Participants' feeling about the decision. With 1 indicating a very poor decision and 5 designating a superior decision, ask participants to indicate on a continuum of 1 to 5 their evaluation of the quality of the decision.*

* David Johnson and Roger Johnson, Learning Together and Alone, © 1975, pp. 107-109. Reprinted by permission of Prentice-Hall, Inc., Englewood Cliffs, N.J.

7. *Participants' feeling about their own participation in the decision making. Ask the participants to indicate on a scale of 1 to 5 how they felt about their own participation in the group. Have 1 designate Very Dissatisfied, and 5 Very Satisfied.**

Group process is one set of skills that require practice, decision-making is another. Skills in decision-making include these in communication and personal interaction and also cognitive skills such as comprehension, analysis and evaluation. Providing students with a model for decision-making requires further specifying the skills or steps in the decision-making process and providing realistic and relevant opportunities for practicing those skills. There may be a gap between student cognition and behavior. At present, the greatest hope extended may be that, given sufficient opportunity to learn and practice, the student may be able to transfer this learning to experiences outside the classroom.

In an excellent essay (see Fair, 1977, assigned reading) Fair has related skills in decision-making to cognitive development and suggests:

1. *In the primary grades, children need many opportunities to manipulate concrete objects and events. Children need experience in comparing and contrasting; ordering before and after and cause and effect, and differentiating these pairs; distinguishing true from false, and true from valued... Content must come out of the everyday experience of an as yet small social world. The quantity of information must be small, learning sequences short, and practice frequently repeated...*
2. *Middle grades (they) still require opportunities for concrete manipulation of objects, events, and conditions, although pictures, films, anecdotal accounts, and the like can increasingly represent realities. Concepts and generalizations can be abstracted from concrete experiences. Except for applications of... (formal logic), children can develop aspects of all of the thinking skills at least in rudimentary form, but only in proper circumstances...*
3. *Junior high school students are in transition to the stage of formal thought. Since many can manipulate symbols only in some few areas, more concrete or nearly concrete experiences are needed than are commonly provided. Students can develop many aspects of thinking skills... when the quantity of data and the length of the sequence are moderately sized, and when opportunity has been ample for mastering concepts and generalizations.*
4. *High school students have ordinarily reached the stage of formal thought at least in many areas, although concrete or nearly concrete experience is needed far more often than is ordinarily recognized. Students can develop thinking skills with considerable precision in explicit, abstract statements, distinctions in degrees of certainty, logical consistency, and complexity. Structure, cues,*

* Excerpted from Celeste P. Woodley and Laura A. Driscoll, "A Model and Suggestions for Evaluation Decision-Making Skills," in Developing Decision-Making Skills, edited by Dana G. Kurfman (Washington, D.C.: National Council for the Social Studies), 1977, p. 276-277. Reprinted with permission of the National Council for the Social Studies and Celeste P. Woodley and Laura Criscoll (the authors).

*and props are needed, although students can structure shorter segments of longer sequences for themselves. Inadequate development of skills at earlier grade levels hinders what could otherwise be developed in high school.**

The clearest, and perhaps most sophisticated description of the decision-making process appears in Values Education (Hunt and Metcalf, 1971). The authors outline six steps in the decision-making process:

1. Identifying and clarifying the (value) question
2. Assembling and organizing facts; separating value statements from facts
3. Assessing the truth of facts
4. Clarifying the relevance of facts
5. Arriving at a tentative value decision
6. Testing the value principle implied in the decision.

These basic steps underlie all proposed models of decision-making, from the simple decision-tree to complex and abstract processes. From these steps, the teacher must next consider the skills required and how to teach them in the classroom. Developing Decision-Making Skills provides a precise outline:

DECISION-MAKING SKILL OBJECTIVES

Direct Information-Gathering Skills

A. Asking questions...
B. Observing
  1. Using all senses
  2. Interpreting cues
C. Listening
  1. Paying attention
  2. Paraphrasing
  3. Asking clarifying questions

Skills for Gathering Information from Prepared Sources

A. Reading
  1. Clarifying the purpose
  2. Identifying word meanings
  3. Recalling or recognizing
  4. Summarizing and inferring...

Thinking Skills

A. Analyzing--Synthesizing
  1. Identifying the elements in the occasion for decision
  2. Comparing with analogous decision occasions
  3. Defining the issue(s) to be decided

* Excerpted from Jean Fair, "Skills in Thinking," Developing Decision-Making Skills, Dana G. Kurfman, editor (Washington, D.C.: National Council for the Social Studies), 1977, pp. 66-67. Reprinted with permission of the National Council for the Social Studies and Jean Fair (the author).

4. *Identifying two or more possible decision alternatives*
5. *Identifying values of the decision maker(s)*
6. *Formulating a plan of action*

B. *Applying--Predicting*
1. *Applying information from analogous occasions*
2. *Recalling relevant "if, then" generalizations*
3. *Predicting the probable immediate and long-range consequences of each alternative*

C. *Evaluating--Judging*
1. *Judging the desirability of projected consequences*
2. *Evaluating each alternative in terms of consequences*
3. *Comparing alternatives in terms of strengths and weaknesses*
4. *Evaluating the chosen alternative in terms of its actual consequences.**

Recalling Fair's discussion of levels of cognitive ability, trainees must realize that all of these decision-making skills cannot be taught at all grade levels. On the other hand, it is important to begin with elementary students to develop skills that they can learn and practice, in information gathering for example.

Values clarification represents one group of skills that is important in the process. Raths, Harmin and Simon have identified the goals of values clarification: 1) To help sharpen critical thinking, 2) To help people be more purposeful, 3) To help people become more productive, and 4) To help people have better relations with each other (Simon and de Sherbinn [1975]). Actually, decision-making is the process through which individuals arrive at and implement a course of action. Values clarification is a group of skills which enables individuals to identify their own and others' value judgments, examine value conflicts and better understand the influences upon their own value stances.

Values clarification activities help individuals to identify the attitudes that may be motivating certain behaviors and to become aware of ways in which they convey to others their own attitudes. The outcome of such activities is that individuals may then evaluate internal inconsistensies and discrepancies between values and actions. This evaluative process is imperative for sex educators who ask young people to be open and to examine their own values or to recognize and respect the values of others. Such exercises help educators to respond openly to students; to discuss sexuality without embarrassment or anxiety and to teach without imposing their own set of values.

* Excerpted from Edward W. Cassidy and Dana G. Kurfman, "Decision-Making as Purpose and Process," in Developing Decision-Making Skills, Dana G. Kurfman, editor (Washington, D.C.: National Council for the Social Studies, 1977), pp. 19-20. Reprinted with permission of the National Council for the Social Studies and Edward W. Cassidy and Dana G. Kurfman (the authors).

Many nandbooks provide a general model of such values clarifying activities. Values in Sexuality (Morrison and Price, 1974) provides a plethora of exercises in human sexuality. The book itself provides a structured set of activities. The instructor who is using such activities snould have clearly in mind the following guidelines, which should serve for instructors using this manual as well.

1. A small group is 6-10 individuals. If the group is much larger have facilitators available when needed so the class can be free to break into small groups.
2. Debriefing is essential to such group activities. The discussion should relate to what went on and also to the significance or learning outcome of the activity.
3. Plan enough time for the activity, the preliminaries and mechanics of organizing the group and the debriefing.
4. Have on hand all materials in the quantities required.
5. With a well-established group, provide the opportunity for processing group interactions from time to time.

Classroom teachers will play a variety of roles in leading students tnrough the activities and teaching the skills described in this unit. Another important role is that of counselor to students. Clearly, teaching and counseling are separate functions but often the student will appeal to the teacher in an informal setting with an individual problem. Units VI and VII consider counseling in the context of two special concerns - contraception and the problem pregnancy. Trainees should discuss the range of problems that they might encounter, their own resources and their limitations in the counseling role (See Unit VII). Within this chapter, there are a wide range of skills to be mastered. Several options are open to tne instructor: 1) concentrating on one area only, selecting one set of exercises from D; 2) introducing the range of activities through selected experiences from each group, 3) allowing the trainees to select the activities they feel would be most beneficial. The assigned and optional readings can be used to provide a closer look at one topic or to fill in gaps if the group concentrates on one area.

D. Learning Experiences

Group Process

These activities are presented sequentially. Included are suggestions to the group leader as well as activities for the group. The instructor may himself lead the group or may use one or several facilitators - even from the trainee groups, or conduct the exercise as a fishbowl with a small group under the observation of a larger group.

1. The group leader should begin by clarifying the objectives of the group experience. Through this mini-workshop trainees will become more comfortable in dealing with discussions of human sexuality by:

a) becoming more aware of what their own attitudes are;

b) becoming more aware of how their own attitudes affect others;

c) becoming more aware of how they respond to the attitudes of others;

d) learning how to help themselves and others deal with their own attitudes and dilemmas.

Participants will also gain experience in group problem-solving of an issue in sex education. It is important to state also that the objectives are not to change individuals' attitudes toward their own sexuality nor therapeutically to treat individual sexual hang-ups.

---

2. Set some ground rules and expectations for the discussion - including confidentiality, sharing, honesty, time limits.

---

3. Introduce each other. Provide some structure - such as giving name and a sentence of two about _____ or using dyads first and then having partners introduce each other to the group.

---

4. Open up for general discussion the problem: Suggestions:

   a) defining goals for an elementary sex education program.

   b) Drawing the line of how explicit to be in discussing intercourse with students.

   c) Can you deal differently with students in and out of class in discussing sexuality?

---

5. The leader can use several techniques to break into this discussion asking group members whether they really are bringing up their own concerns and discomfort.

   a) Ask trainees to write down anonymously two or three questions they would feel most uncomfortable about getting from a student. The exercise should reveal some universality of anxieties and encourage the group to proceed on a more open basis.

   b) Use a snapshot technique. Ask trainees to freeze in their tracks. Then go around the group asking trainees to share their feelings at that moment.

   c) If there is some hostility among the group members, the facilitator can model or initiate constructive feedback for group members. It may be necessary to reinforce some of the ground rules.

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6. For more structured group experiences see Morrison and Price (1974).

---

7. Have trainees devise an evaluation form for a group experience such as this. It may be a subjective questionnaire or a checklist such as those of Johnson and Johnson (1975).

Decision-making

**1. Decision-making may be a group or an individual process. The exercises emphasize individual decision-making and consider group pressures or influences as one factor. This appears to be the form of decision-making most relevant to family-life and sex education. Interpersonal decisions are relevant, but will be examined in Unit XI. The family group does engage in group decision-making - to some extent this is incorporated into Unit XI, also. Classroom exercises in family group decisions would most likely be role plays and do not allow either students or trainees to concentrate on the very difficult concept of decision-making itself.

An excellent workbook for student practice of decision-making skills is Decisions and Outcomes (1973). Although it is geared to career choices and the decision to go or not to go to college the workbook can be easily adapted for use in family life and sex education. Samples of four such exercises* are given below and may be tried with the trainee group.

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* Reprinted with permission from Decisions and Outcomes by H.B. Gelatt, Barbara Varenhorst, Richard Carey, and Gordon P. Miller, copyright © 1973 by College Entrance Examination Board, New York, pages 8,24,32,34.

Relative Importance of Decisions

Everyone makes decisions daily. Some of the decisions are more important than others. Some are so important that they require thought, study, and investigation before a decision is made, while others are "automatic." Categories for defining decisions according to how they are made may include the following:

0 Not generally perceived as being under your control; decision made by others.

1 Automatic or routine; never think about it before deciding; habitual.

2 Occasionally think about it before deciding.

3 Think about it but don't study it or investigate it.

4 Study about it a little; think about it a little; ask others about it before deciding.

5 Study and think about it a lot; ask questions; read about it before deciding.

The following table lists 15 decisions typically faced by many people today. Read the list and consider how you would make each decision. Write the appropriate code number (0, 1, 2, 3, 4, 5) after each decision on the list. If the decision is one that is not appropriate for you, leave it blank.

TYPICAL DECISIONS	CATEGORY
1. To get up in the morning	
2. What to eat and when	
3. To tell the truth	
4. To criticize a friend behind his back	
5. To drink alcohol	
6. To take a summer job	
7. What books to read	
8. To use drugs besides tobacco and alcohol	
9. To stop at STOP signs	
10. To drive beyond the speed limit	
11. To ride a motorcycle	
12. To go to school	
13. To believe in God	
14. Where to dispose of waste paper and wrappers	
15. What movie to see	

Gathering Information

Can you think of other examples of the four kinds of mistakes commonly made by people when they are gathering information before making a decision? Have you made some of these kinds of mistakes? Have your friends? Parents? Teachers? Political leaders? See if you can add examples to those given below.

Type A. Not knowing alternatives

Not choosing an action because he does not know it is a possibility.

1. A student does not apply for a scholarship because he does not know it exists.
2. A woman pays $400 for a TV set because she does not know the set is available more cheaply at another store.
3. _____
4. _____
5. _____

Type B. Not knowing possible outcomes

Choosing an action even though he does not know the possible outcome.

1. A student decides to take drugs without knowing the possible effects.
2. A retired couple moves to another state without considering the possibility of loneliness.
3. _____
4. _____
5. _____

Type C. Misinterpreting importance of data (for instance, its reliability and validity)

Underestimating or overestimating the importance of certain information.

1. A student misses a meeting because he hears a rumor that it has been canceled.
2. A man decides to buy an old car because the owner, who is a stranger to him, says it is in good condition.
3. A student reads occupational information that is now obsolete.
4. _____
5. _____

Type D. Collecting useless or irrelevant data

Collecting information that cannot be used or is not necessary.

1. A planning commission conducts a survey to collect data already available in the census report.
2. A student takes an intelligence test to find out what musical instrument he should learn to play.
3. _____
4. _____
5. _____

Risk-Taking

HOW MUCH OF A RISK WOULD YOU TAKE?

Are you a risk-taker? yes_____ no_____

Do you usually "play it safe"? yes_____ no_____

Are you consistent in your risk-taking? yes_____ no_____

Suppose you are given the following choice of risk:
A_1—A 100% chance of winning $1 million

or

A_2—A 10% chance of winning $5 million
—An 89% chance of winning $1 million
—A 1% chance of winning nothing

Which would you choose? A_1_____ A_2_____

Suppose you are given the following choice of risk:
B_1—A 10% chance of winning $5 million
—A 90% chance of winning nothing

or

B_2—An 11% chance of winning $1 million
—An 89% chance of winning nothing

Which would you choose? B_1_____ B_2_____

Having made these two choices, analyze your decisions according to risks:

1. Which choice was more risky? A_1_____ or A_2_____
2. Which choice was more risky? B_1_____ or B_2_____
3. Did you choose the more risky in A?_____ in B?_____
4. Were you consistent? yes_____ no_____
5. If not, why not?_____

DISCUSSION QUESTIONS

Would most people choose A_1?

Would personal wealth influence choice?

Is it good or bad to be consistent in risk-taking?

What factors determine your willingness to take risks?

Predicting Outcomes

One of the elements of the decision-making process is looking ahead "to see what might happen if I do this." It is important to think about possible consequences of each alternative action and their probabilities. This means predicting.

Sometimes it is possible to gather information to help you predict. Sometimes you must predict with only what you already know. Most people need training and practice in learning to make accurate predictions.

The better you are able to predict the possible outcomes, the more likely you are to choose actions with outcomes that will please you.

Try your skill at predicting outcomes in the following table.

First, read each action.
Then write your prediction of the outcome beside the action.

What Would Happen If . . .

ACTION	OUTCOME
1. You did not go to college?	
2. You never got married?	
3. You joined the military service?	
4. You worked in a factory?	
5. You lived in a commune?	
6. You ran away from home?	
7. You lived on welfare?	
8. You got married tomorrow?	
9. You dropped out of high school?	
10. You became a professional entertainer?	

**2. Handout to trainees the steps in the decision-making process and decision-making skills.
Have trainees select one of the questions on the handout, follow the 6 steps and outline what occurred and what skills they applied at each step in the process.

---

3. Group teachers according to the ages they teach. Ask each group to come up with 3 or 4 questions of problems for a decision-making exercise appropriate to the age group.

Steps in the Decision-Making Process

1. Identifying and clarifying the (value) question
2. Assembling and organizing facts, separating value statements from facts
3. Assessing the truth of facts
4. Clarifying the relevance of facts
5. Arriving at a tentative value decision
6. Testing the value principle implied in the decision

Skills in Decision-Making

Direct Information-Gathering Skills

A. Asking questions...
B. Observing...
C. Listening...

Skills for Gathering Information from Prepared Sources

A. Reading
   1. Clarifying the purpose
   2. Identifying word meanings
   3. Recalling or recognizing
   4. Summarizing and inferring...

Thinking Skills

A. Analyzing--Synthesizing
   1. Identifying the elements in the occasion for decision
   2. Comparing with analogous decision occasions
   3. Defining the issue(s) to be decided
   4. Identifying... possible decision alternatives
   5. Identifying values of the decision maker(s)
   6. Formulating a plan of action
B. Applying-Predicting
   1. Applying information...
   2. Recalling relevant "if, then" generalizations
   3. Predicting the probable... consequences of each alternative
C. Evaluating--Judging
   1. Judging the desirability of projected consequences
   2. Evaluating each alternative...
   3. Comparing alternatives...
   4. Evaluating the chosen alternative*...

* Excerpted from Edward W. Cassidy and Dana G. Kurfman, "Decision-Making as Purpose and Process," in Developing Decision-Making Skills, Dana G. Kurfman, editor (Washington, D.C.: National Council for the Social Studies, 1977), pp. 19-20. Reprinted with permission of the National Council for the Social Studies and Edward W. Cassidy and Dana G. Kurfman (the authors).

Choose one question, follow the six steps and outline what occurred and which skills you used.

1. Shall I invite a Gay Liberation leader to speak before my senior high school current problems class?
2. Shall I bring to class samples of contraceptives for a lesson on contraception?
3. Shall I discuss contraception with my eighth graders?
4. Shall I discuss divorce with my third grade class?

Values Clarification

1. Divide the trainees into three small groups and give each one a different situation (below). Have each group prepare an outline of a group meeting and develop two values clarification exercises it might use in the situation.

   a) All group members are to act collectively as one teacher who is planning a faculty meeting. The topic is whether or not to introduce a sex education program to the elementary school. The principal is receptive to the idea and has given the teacher a free rein to plan a program to win other teachers over and encourage them to take part in the program. As a group, outline a plan for the meeting and give details of two values clarification exercises you might use.
   b) All group members are to act collectively as one teacher who is planning a parent education meeting. This is the second in a series of 4 sessions with parents whose children are in a junior high program. Describe the session generally and give specific details of two values clarification exercises you might use with the groups.
   c) All group members are to act collectively as one teacher who is planning a unit on marriage and family living for senior high. Outline the second class session and describe in detail 2 values clarification exercises you might use with the group.

E. Further Suggestions

1. Greenhaven Press, Inc. offers a series for secondary school students, Family and Sexual Roles, including:

   "Is the Family Obsolete?"
   "Do Women Need Liberating?"
   "Premarital Sex, Should You or Shouldn't You?"
   "Homosexuals, Deviates or Just Different?"
   "Should Sex Be Taught in Public Schools?"

   The pamphlets offer a short collection of readings and some values oriented activities. The fourth pamphlet, for example, offers four viewpoints and two exercises, including "Distinguishing Between Statements That are Provable and Those That are Not."

2. Present and discuss with students several case studies giving them alternative outcomes to the dilemma in each instance. Then, they might construct their own case studies. Coming up with realistic problems, considering meaningful alternatives and possibly also testing out the stories will be a useful experience in problem solving and values clarification.

3. Ask students to select a piece of literature, a film, a television show, a record or a painting. Have them describe the attitude or values depicted or implied in the picture.

4. Show elementary students a picture and ask them to make up and tell a story about who the people are, what they do or what their family is like. After the story, ask them to try to explain why they feel that way. For a more structured version, ask them how those people might solve a specific problem.

5. Ask elementary students to share something positive about their own families. "I'm proud of my family because..." "My family works hard at..." "My family is fun because..." Even at the elementary level, students can learn to respect the differences they see in others. The object of the lesson is to share differences and to model warm and accepting responses to those differences.

F. Suggested Resources

1. Recommended Reading

Johnson, David and Johnson, Roger. Learning Together and Alone. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1973.

Hawley, Robert C. and Hawley, Isabel L. Human Values in the Classroom. New York: Hart Publishing Co., 1975.

Hunt, Maurice P. and Metcalf, Lawrence E. Teaching High School Social Studies, 2nd ed. New York: Harper and Row Publishing, 1968.

Simon, Sidney and de Sherbinn, Polly. "Values Clarification: It Can Start Gently and Grow Deep." Phi Delta Kappan, 56 (June, 1975): 679-83.

2. Audio-visual aids

"Hard Choices: Strategies for Decision-Making," - The Center for Humanities, Inc., sound slides, senior high.

"Decision-Making: Dealing with Crises" - The Center for the Humanities, Inc., sound slides, senior high.

VI. CONTRACEPTION

by

Joan Chesler and Sylvia Hacker

*Any reproduction or use of the exercises and materials herein should include a full acknowledgement of authors and source.

Preface to Units VI and VII

Many school districts currently have family life and sex education programs and yet have not been able to teach about birth control under existing state law. When teaching about contraception becomes permissible, those districts may look to Units VI and VII of the manual for help in supplementing their program. Several guidelines for using the units under these circumstances are important.

Throughout the manual there is an emphasis on starting with an assessment of the needs of the trainees and meeting their needs. The program at once asks trainees to reflect upon their own values and feelings, tries to set up a supportive environment for trainees and respects the privacy of each individual. The combination of lecture, discussion and exercises gives each instructor a variety of opportunities to meet the needs of the group. Many of the exercises call upon trainees to examine their own feelings and to role play others. It is important that the instructor assure trainees that such situations are aimed at developing an empathic and nonjudgmental professional role. At no point should individuals feel any compulsion to reveal what they feel are personal feelings and private behaviors. The manual attemps to raise issues and initiate a reflective process. It is through this process and a clarification of the professional role in the teaching of contraception that the trainees will develop into successful teachers.

Other units in the manual contain materials that relate to and may be adapted to discussions about contraception. Units I and II consider the role of the sex educator and goals of sex education. Unit XI deals with parenthood and interpersonal decision-making. Unit IV and V discuss values of education. The exercises included in those chapters are designed for adults in the trainee role. The exercises and assignments are intended to elicit feelings, memories and reflections which provide a foundation for sensitive teaching. Other exercises, such as the role plays, provide for skill development and practice. The authors believe some, but not all of the exercises would be appropriate for high school students. They are primarily intended for use in pre-service and in-service training.

VI. CONTRACEPTION

A. Goals and Objectives

To increase trainee knowledge and understanding of current contraceptive technology, trainees will

--do the assigned readings in methods of birth control

--be able to list the advantages and disadvantages of each contraceptive method, for nulliparous women and men

--be able to describe the proper use of each method

To be able to understand the function of and implementation of values clarification work, trainees will

--be in touch and comfortable with their own sexual values, with their own attitudes toward adolescent sexuality, and with their feelings about contraceptive methods

Trainees will consider strategies for encouraging responsible student decision-making regarding sexual behavior and will understand the various motives and factors that influence effective use of contraceptives.

Trainees will be able to locate, identify and describe sources of contraception and sex-related services for teenagers.

Trainees will be comfortable in discussing and teaching about responsible sexual behaviors, including the need for contraception when pregnancy is not desired.

B. Syllabus

Assignment #1

Due: To be completed before the class meeting on methods of birth control.

1. Katchadourian and Lunde, chapter 6
2. Gordon, The Sexual Adolescent, chapter 4
3. Boston Women's Health Collective, Our Bodies, Our Selves, chapter 10.

Assignment #2

Due: Prior to class session, Communicating about Birth Control

Gordon, Sol. You, pp. 11-13, 66, 79 and elsewhere in re communicating. Also the comix sections on birth control.

Assignment #3

Due: Prior to class session, Communicating about Birth Control

Trainess are expected to have carried out the following pre-class activity assignment:

Find a neighbor or an acquaintance of the opposite sex and start a conversation about birth control. Write up the experience in regard to:

a. reactions to your introducing this topic

b. extent of knowledge of the other person

c. level of interest of the other person (questions, responses, etc.)

d. your feelings

e. how you dealt with the other person's feelings and your own

Assignment #4

Due: Prior to class session, Problems in Using Birth Control

Trainee is to bring to class either a sample condom or some foam and an applicator.

Assignment #5

Due: Prior to the class session, Method-Related Problems in Using Birth Control

1. Gordon, The Sexual Adolescent, chapter 7

2. Scales, Peter. "Males and Morals: Teenage Contraceptive Behavior Amid the Double Standard." The Family Coordinator, July 1977, pp. 211-222.

3. Lindemann, Constance. Birth Control and Unmarried Young Women. New York: Springer Publishing Co., 1974.

4. Luker, Kristin. Taking Chances: Abortion and the Decision Not to Contracept. Berkeley: Univ. of Cal. Press, 1975. Chaps. 2 and 3.

Assignment #6

Due: Prior to the class session, Motivating Use of Birth Control: As Part of Responsible Sexuality

Scales, P. "Males and Morals: Teenage Contraceptive Behavior Amid the Double Standard." The Family Coordinator, July 1977, pp. 211-222.

Gordon, Sol. You. New York: Quadrangle Books, New York Times Book Co., 1975, pp. 63-82.

Assignment #7

Evaluation (see D, Learning Experiences, below)

C. Background

> *Teenage responses to national studies show that nearly two-thirds of all adolescent pregnancies and one-half of all births are not intended. Of the 540,000 pregnancies each year to unmarried 15-19 year olds, only ten percent are intended* (Alan Guttmacher Institute, 1976, p.16).

These facts are hardly surprising in view of the fact that less than 20% of all sexually active young people use effective contraception (Gordon and Libby, 1976). Many teenagers are woefully ignorant about the types of contraceptives available and their proper use. Frequently, teenagers rely upon their peers for information, thus accumulating and passing along misinformation about contraception and fertility. In fact, Zelnik and Kantner found that "there is considerable occasional use of contraception" (Kantner and Zelnik, 1973).

The occasional and erratic use of birth control is caused not only by misinformation, but also by such factors as sexual anxiety about oneself and/or one's partner, guilt, shame, embarrassment, lack of communication, and situational constraints such as alcohol and drugs. Even those teenagers who know about contraception and who may be carrying some type with them may find themselves in situations which they feel prevent their use.

Consequently, teaching about contraception needs to be approached in a variety of ways. Education about contraceptive technology alone, although necessary, is not sufficient. Effective education for contraception must be placed within the context of the sexual partners' behavior and values, and should include:

--understanding the responsibilities of parenthood

--exploration of sex role differences in needs, expectation, styles and responsibility as they relate to social behaviors (dating, petting...)

--exploration and clarification of attitudes and values regarding pre-marital sexual behavior

--communication between the sexual partners

--attitudes toward risk-taking

--alternatives to intercourse

--skill practice in decision-making

This list is by no means exhaustive, but rather indicative of the context in which education for contraception belongs. Trainees, within the limits of their own comfort, may choose to explore some or all of the above aspects of the context in which contraceptive decisions take place. They may choose to identify, describe, and discuss with their students some of these key factors which contribute to decisions about the use and nonuse of birth control.

When teaching about contraceptive technology, topics which need to be included are:

--menstruation, the menstrual cycle and fertility

--conception, pregnancy and childbirth

--current contraceptive methods: how they work, the advantages and disadvantages of each method and effectiveness rates

--sources of contraceptive methods and services, especially for teenagers.

It is relatively easy to teach the technology of contraception, and much more difficult to do values exploration, clarification, communication skill training, decision-making skill practice, and so on. This is because the technological aspects of contraception involve factual, not sensitive emotional and attitudinal, material. However, providing instruction only on the mechanical aspects of contraception would be omitting vital aspects of the preparation that students (teenagers and trainees alike) need. A complete curriculum on birth control involves the mechanics as well as the social psychology of contraception and concepts of family planning.

The first assignment, providing information on contraceptive technology, is basic information for all trainees. With this understanding, trainees can discuss family planning--what it means to time and to space births. Such a discussion would focus on health, family economics, community and world resources, family mental health and child development. What are the reasons for family planning? What often works against such planning?

Trainees may then participate in the same process in which they ask students to engage. They may confront their personal feelings, attitudes and biases toward: gender and role perceptions, adolescence, adulthood, pluralism, individual rights, and professionalism. Trainees can learn to model and facilitate a process: continual searching, clarifying, and making behaviors congruent with individual values. Trainees may also become familiar with the decisions students face regarding sexual conduct and the decision-making process.

In dealing with sexuality, teachers are also dealing with sexism, and must examine how attitudes and behaviors influence teaching style and content. For example, current social pressures hold girls primarily responsible for their pregnancies. A concomitant result is that very little teaching about sex and contraception is focused on boys' special needs. Unit III addresses the issue of teachers and students of the same and opposite sexes working together.

This material also raises questions about children's rights: do minors have the right to receive medical services such as treatment for venereal diseases or abortion, without parental consent? Michigan law answers in the affirmative, but regardless of what the law states, many adults disagree and feel that minors are too young to decide such matters for themselves. Society's attitudes about adolescent sexuality are very ambivalent, and the law reflects this ambivalence in its conflict and unsettledness regarding minors' rights to contraception. Those teachers who feel that minors should obtain parental consent before purchasing contraceptives surely will teach about contraception differently from those who support the rights of teens to contracept independently. Therefore, it is useful if trainees examine their attitudes towards children's rights to their own sexual expression, since these attitudes are basic to the issues implicit in sex education. Those teachers who do not support adolescents' rights to sexual decisions will have limited effectiveness in the program presented.

Further, the study of human sexuality would not be complete without some attention to the differing norms and values that various religious, ethnic and socio-economic class groups embody. How can teachers teach about sex without discussing various and often conflicting attitudes toward contraception, pre-marital sex, abortion, sex roles, and other equally important issues? Because there are no monolithic standards for these behaviors, teaching strategies must elicit, reflect and affirm the diverse values evident in a pluralistic society. Here the tool of values clarification is very useful since it allows examination of values and discussion of differing attitudes. To repeat, teachers and trainers should not attempt to change values, but rather enable students to examine their values and the class members' spectrum of values. Whenever possible, identifying clusters of values based on ethnic, religious and socio-economic class differences is useful.

This unit focuses equally on the acquisition of accurate information, on values clarification and on problem solving. A problem solving sequence, as applied to decisions about birth control, involves the following behaviors:

1. evaluating readiness--emotionally and physically--for sexual activity, including intercourse

2. anticipating that intercourse may occur, as a result of the awareness of being ready

3. planning to use contraception during intercourse

4. learning about the various forms of birth control, their advantages and disadvantages, and how to use them

5. choosing which contraceptive method to use

6. negotiating with the sexual partner about the chosen birth control method

7. deciding which method to use, based on the discussion with the sexual partner, or without consulting the sexual partner

8. using the method properly and effectively

9. evaluating the contraceptive experience, deciding whether or not to use the chosen method again, another one instead, the same one or none at all

10. being ready (based on previous experience), etc.

Learning these skills enables students to cope more effectively with new situations, such as first sexual experiences. It is hoped that instruction and skill practice in problem-solving will have carry-over from analogous situations to those involving the need for contraception.

One hoped for outcome of this training unit is that trainees will begin to collect useful and relevant materials for their own personal files. This might include clippings, articles, books, pamphlets, records, tapes, bibliographies, film listings, and descriptions of community resources. Some bibliographies which are easily obtained and useful are:

1. Audiovisual Materials, a collection for use in family planning,
   Regional Training Center for Family Planning
   Department of Gynecology and Obstetrics
   Hartford Building, room 802
   Atlanta, Ga. 30303
   (404) 523-1996
2. Publication listings from
   Institute for Family Research and Education
   Ed-U-Press
   760 Ostrom Avenue
   Syracuse, N.Y. 13210
   (315) 423-4584
3. Multimedia Bibliography for Sex Educators and Counselors
   by Catherine R. Thoms
   American Association of Sex Educators and Counselors
   815 Fifteenth Street, N.W.
   Washington, D.C. 20005

The local county health departments are valuable sources of information about resources for contraceptive services. Some county health departments sponsor family planning clinics which provide confidential and low-cost services to adolescents. Other county health departments might refer clients to local Planned Parenthood agencies. Some private physicians serve teenagers without parental consent but many do not, and teenagers fear the loss of confidentiality. Family planning clinics often are the most convenient and low-cost way for adolescents to obtain contraceptives from a doctor.

How to Teach This Unit

The introductory pages are intended to serve as a conceptual context for trainers and trainees.

The exercises have been sequenced so that values clarification about adolescent sexuality is the first issue; second is discussion and clarification about the proper roles of the teacher or counselor as differentiated from the parent role. Next, through a series of exercises and a homework assignment, trainees get in touch with their own experiences, feelings, and comfort with communication about birth control. Finally, the focus is on problems in using birth control that involve male/female differences, various attitudes toward risk-taking, situational constraints, and ways of alleviating these problems.

This unit has been designed with maximum flexibility. Trainers should feel free to expand or omit particular exercises, as they see fit. Some exercises may seem more useful or appropriate than others, some may work better with one group than with another. However, if a trainer wishes to follow the sequence as planned, then here is a suggested outline of how the time might be spent:

1. Values clarification regarding adolescent sexuality--20 minutes
2. Parent and teacher roles exercise--45 minutes
3. Remembering first experiences of intercourse--20 minutes
4. Questions and answers about the various methods of birth control--15 minutes
5. Discussion based on homework assignment: communicating about birth control--30 minutes
6. Role playing explaining how to use the foam and condom--45 minutes
7. Discussion about the problems associated with using specific forms of birth control--45 minutes
8. Method-related problems and situational constraints to effective use of birth control--45 minutes each
9. Risk-taking and responsibility in motivating birth control use--60 minutes
10. Motivation for birth control use--45 minutes
11. Evaluation exercise--to be done as a take-home exercise

Whenever possible attention should be paid to the influence of sexism and gender differences in trainees' responses. There is an example of how this might be done in the exercise on explaining, in role plays and how to use the non-medical methods of birth control. Similarly, the same process applies to student and teacher differences in race, socio-economic class and religion.

Finally there are a variety of follow-up activities (see VI,E).

D. Learning Experiences

Values Clarification

1. TO THE TRAINER: Often people apply one set of rules to adults and another to teenagers, particularly regarding sex. The purpose of this exercise is to bring these differences to a more articulate level of consciousness. The recognition that two different standards may exist helps the trainees legitimize, accept or change the basis of their interactions about sex with teenagers.

   This exercise should be completed first by the trainees individually. Resultant differences can be shared, then, either in small group discussions, or in the total group. Depending on the level of trust established, provisions for confidentiality may be necessary.

   Complete the following sentences by indicating when or under what conditions you approve of adolescent and adult sexual behavior.

   SEX BETWEEN CONSENTING 16 YEAR OLDS IS OKAY WHEN

   a. _____

   b. _____

   c. _____

   SEX BETWEEN CONSENTING ADULTS IS OKAY WHEN

   a. _____

   b. _____

   c. _____

   Discussion:

   What values emerged for the two questions combined?
   What values emerged for each question separately?
   What role does contraception play in your values?

**2. TO THE TRAINER: The roles of teacher and parent sometimes become confused when adults deal with teenagers regarding value-laden material such as sexuality. The purpose of this exercise is to enable trainees to clarify key features of each role, and to be able to distinquish between them. A major difference between the parent and the teacher role is that parents have the right, indeed the obligation, to provide moral training to their children; advice giving follows naturally. Teachers, on the other hand, do not have the right to preach their own moral convictions to students but may have the right to raise value issues and have the students process them.

As a discussion starter, ask trainees to 1) characterize the teacher's role in education about contraception, and then 2) describe the parent's role regarding birth control education. Encourage trainees to be as behaviorally specific as possible.

Next, have the trainees complete the following exercise individually. Then, ask class members to list all those behaviors which received a T. Discussion should focus on the differences which exist on various trainees' lists. Why do some trainees feel, for example, that is is appropriate for teachers to tell teenagers to use birth control? Is that behavior moralizing, advice-giving, or teaching self-protection?

Discussion should then focus on the behaviors which received a P, again examining differences found among the trainees' lists. Should parents demonstrate the use of various contraceptive devices? Does that suggest approval for pre-marital sex? Questions like these need to be raised within the values exploration and role definition context of the discussion.

Finally, note which behaviors have received neither a P nor a T, and emphasize the appropriateness of those behaviors for both parents and teachers. Ask trainees to add to that list more behaviors which are useful and needed in both roles.

Variation: Instead of using the printed test with trainees' ideas added, the list generated by trainees in part one could be used in the same way.

PARENT AND TEACHER ROLES IN CONTRACEPTIVE EDUCATION

The following list of behaviors involved in sex education includes aspects of both roles. Indicate which behaviors are appropriate to PARENTS ONLY with a P, and which are appropriate to TEACHERS ONLY with a T.

sharing factual information

teaching values

supplying contraceptives

being an active listener

demonstrating how to use specific contraceptives

sharing personal experiences with forms of birth control

being objective and non-judgemental

responding empathetically to teen concerns

exploring value differences and inconsistencies

telling sexually active teens to use birth control

telling 15-year olds they're too young to have intercourse

recommending specific forms of birth control

giving consent to obtain contraception

referring sexually active teens to a family planning clinic

telling teenagers you disapprove of casual sex

teaching about menstruation

teaching about conception

Exercise #2

Methods of Birth Control

1. Assignment #1 due (see syllabus).

---

2. TO THE TRAINER: For this part of the training, bring to class samples of each contraceptive device available, to be placed on display on a table. Have trainees look, touch, smell and ask questions. Review important questions with entire class.

   SUGGESTED APPLICATION FOR CLASSROOM USE WITH HIGH SCHOOL STUDENTS

   TO THE TEACHER: Current contraceptives are not ideal; each method has its distinct disadvantages. Some teenagers reject almost all available contraceptives, each because of its disadvantages, with the result that no birth control is used. In order to help students understand how difficult it is to design a "perfect" contraceptive that would be appealing to large numbers of men and women, one can ask adolescents to fantasize their "ideal contraceptive." The following exercise is designed to raise questions about what an ideal contraceptive would be, what constitutes acceptability, and what some relative advantages and disadvantages are regarding present forms of birth control.

   First, ask the students to relax, feel comfortable, and close their eyes. Then ask them to fantasize and design a form of birth control that they would enjoy using. If possible, they should include in their design how the contraceptive would work to prevent pregnancy, but this is not necessary.

   Next, ask students to share their designs out loud, noting differences and good ideas. (The various designs may elicit much laughter.)

   Finally, in discussion, elicit from students the criteria they consciously or unconsciously had in mind when they designed their methods of birth control. These may include factors such as ease of use, comfort, safety, effectiveness and reversibility. Ask students to apply these criteria to present contraceptives, and rate them accordingly.

   Hopefully, this exercise will heighten students' recognition that while no contraceptive is perfect, something is better than nothing.

Communicating About Birth Control

1. Assignment #2 due (see syllabus).

---

2. Assignment #3 due (see syllabus).

---

3. Use the responses from Assignment #3 anonymously for processing and sharing creative ways of dealing with communication blocks. Find analogies with teenage communication blocks and discuss ways of dealing with them.

Problems in Using Non-Medical Methods of Birth Control

1. Assignment #4 due (see syllabus).

TO THE TRAINER: This exercise is a role play in explaining the function and use of the foam and condom. It is designed to give participants the opportunity to practice explaining how the foam and condom are used in order to increase their comfort level before they actually teach about these methods of birth control.

Create trios. Each trio should consist of a Teacher, a Student, and an Observer. The Teacher should explain to the Student how to use either the foam or the condom. The Student should be encouraged to ask questions in detail. After that scenario has been completed, the Observer should give feedback to both role players, then each role player should debrief salient aspects of the role play. Examples of some questions to be answered in the debriefing are as follows:

For the Teacher in the trio:

How did you feel in touching the condom?
Did you have difficulty in maintaining eye contact?
Did you consider suggesting that contraceptives be incorporated into sexual foreplay?

For the Student in the trio:

Did you consider the question of oral sex with the use of foam?
Did you feel comfortable with the Teacher's language?

The roles should then be reassigned, with the Observer playing either teacher or student, and the other form of contraception should be explained. Again, after 5 to 7 minutes, players should debrief the experience.

Variations: The third member can explain a third form of contraception, perhaps rhythm or withdrawal. Or, it can be accomplished in pairs, with no Observer present, with the role players simply discussing the effects of the activity on themselves.

After the role plays have been completed, separate the class into one group of males only, and the other group of females only. Have each group discuss how it felt to be a male or female teaching contraception to the members of the opposite sex. Reassemble the entire class and share insights.

---

2. Method-related Problems

Assignment #5 due (see syllabus).

TO THE TRAINER: This discussion may be done in a number of ways: with the class as a whole; in small groups, each of which discusses each topic and then shares its opinions with the class; or by assigning topics to particular small groups--for example, one group might discuss only the problems which involve use of the condom. Each group would then work for a period of time and then report its opinions to the rest of the class. The latter strategy is recommended to provide for the greatest specificity with maximal opportunities in the small groups for brainstorming.

Class Discussion

What are the problems associated with using each specific form of birth control?

--side effects
--other intrinsic disadvantages such as:

reversibility
safety
convenience
ease of use
comfort
effectiveness

What problems do teenagers face in using birth control at all?

--social constraints
--psychological constraints

Brainstorm some situational and relationship barriers to effective use of birth control?

--drinking and drugs
--awkwardness of location (e.g., car, beach, babysitting, etc.)
--reaction to different partners

---

3. Situation Related Problems

TO THE TRAINER: Even after young people have begun to use birth control, they often find themselves in specific situations or relationships which make contraception more difficult at that particular time. The purpose of this exercise is to highlight these problems by discussing them and finding ways to solve them.

Break class into small groups.

Ask them to think up some specific situations in which teenage couples might find themselves which would make the use of birth control difficult.

Reassemble the class and share out situations.

List the situations on board or newsprint.

Brainstorm ways of handling such situations which would contribute to birth control use.

Discuss:

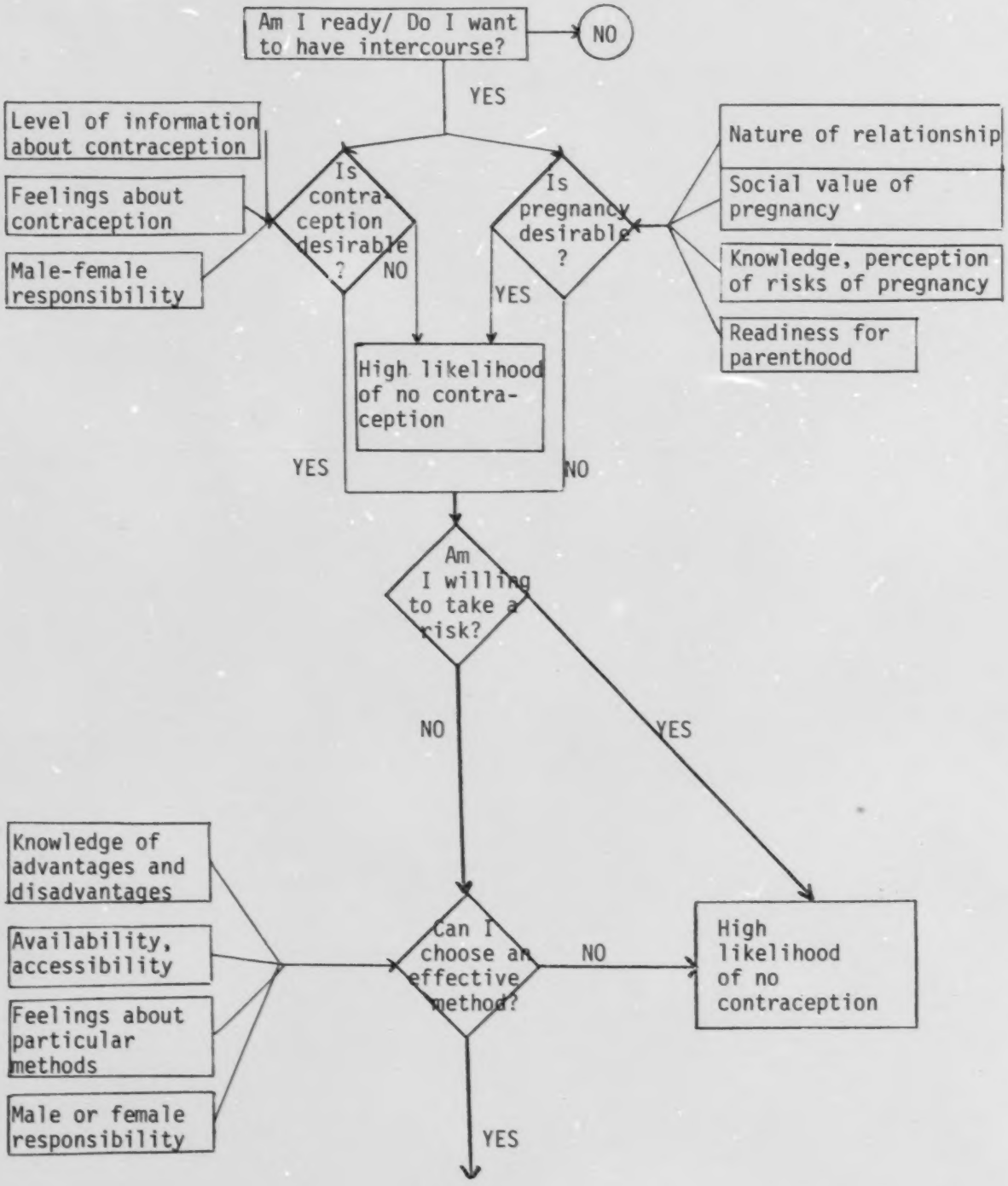
--being prepared with more than one method
--the role of communication about sex and birth control
--alternatives to intromission

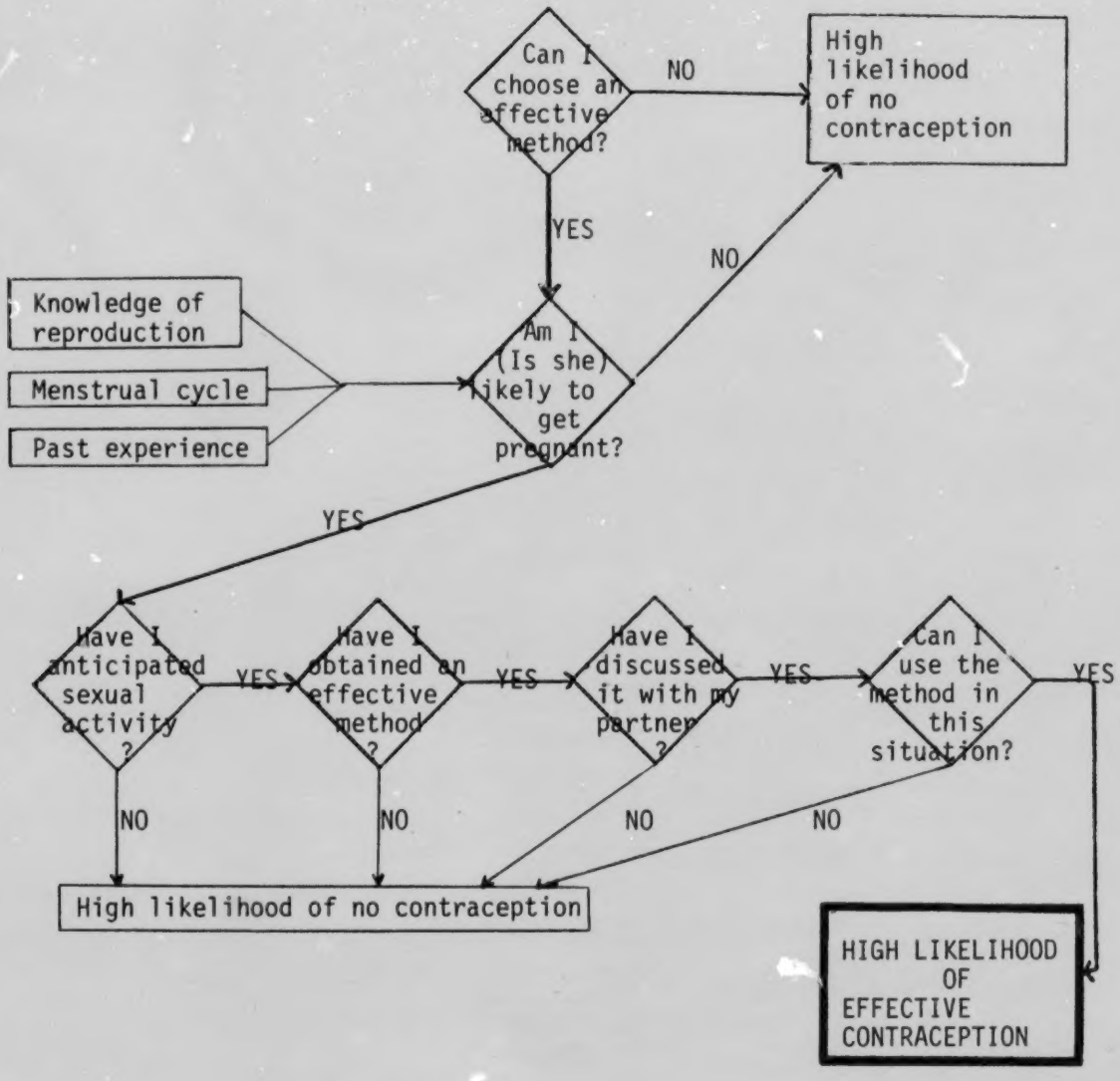
Ask the trainees to develop a detailed lesson plan for teenagers using the above model.

Motivation for Use of Birth Control

**1. TO THE TRAINER: Examining the decision-making process regarding the use of contraception enables trainees to see opportunities for motivating people to use birth control. Present a model of contraceptive decision-making (see following page) and ask trainees to discuss different stages in the process. Trainees might imagine themselves as adolescents faced with the situation and then proceed to think out loud. Then, divide trainees into small groups and assign each group one decision level and ask them to come up with three ideas for increasing motivation to use a birth control method at that step in the decision-making process.

DECIDING ON THE USE OF BIRTH CONTROL *





* This model, which builds upon Luker's risk-taking model (1975,p. 107), was developed by Frances Hamermesh.

Some Facts and Data to Supplement the Flow Chart

a. Contraceptive effectiveness is a concept that can be helpful as further information in evaluating the advantages and disadvantages of various methods. There must also be a careful distinction between theoretical effectiveness and use-effectiveness, if the information is to be presented in an objective way. The "theoretical effectiveness of any method is maximum effectiveness of the method" *-when it is used perfectly, without error. The use-effectiveness considers all users, those who make mistakes in use as well as those who do not and so the rates are higher.

Table: Approximate Percent of Pregnancies during the First Year of Use*

Selected Methods	Theoretical Effectiveness	Use Effectiveness
Abstinence	0%	?
Tubal ligation	.04%	.04%
Vasectomy	.15%	.15%+
Oral contraceptive	.34%	4-10%
Condom and Spermicidal Agent	less than 1.0%	5%
IUD	1-3%	5%
Condom	3%	10%
Diaphragm (with spermicide)	3%	17%
Spermicidal foam	3%	22%
Withdrawal	9%	20-25%
Rhythm	13%	21%
Chance (sexually active, nonsterile women)	90%	90%

*Hatcher et al. (1976).

b. What is the risk of becoming pregnant on a single exposure?

" 'The probabilty of conception resulting from a single unprotected coitus would ... appear to between one in 50 and one in 25.' Or between 2 and 4 percent." ǂ

Westoff also presents a theoretical model of the probability of becoming pregnant in one month, using no contraception, when the couple has intercourse in a random pattern throughout the month:

Monthly frequency of intercourse	Probability in one month	Average number of months required for conception
5	.16	5
7	.20	4
9	.25	3
12	.32	2

ǂ Christopher Tietze quoted in Leslie Westoff and Charles Westoff, From Now to Zero, Boston: Little, Brown, and Co., 1971.

c. What methods of contraception are young women using?

Zelnik and Kantner's* most recent survey reveals some increase in contraceptive use between 1971 and 1976, mostly a reflection of greater use of the pill. Bear in mind that this does not say anything about use effectiveness of contraceptives among teenagers.

Table. Percent of sexually experienced never married women aged 15-19 according to contraceptive use status.

	Age	Never	Sometimes	Always	Last Time
1976	15-19	25.6	44.5	30.0	63.5
	15	38.0	32.5	29.5	53.8
	17	29.4	41.4	29.3	61.8
	19	15.1	54.4	30.5	68.8
1971	15-19	17.0	64.6	18.4	45.4
	15	32.9	47.4	19.7	29.9
	17	12.2	70.8	17.0	45.2
	19	14.6	66.4	19.0	55.3

* Melvin Zelnik and John F. Kantner, "Sexual and Contraceptive Experience of Young Unmarried Women in the United States, 1976 and 1971." Family Planning Perspectives, V. 9, #2, March/April, 1977.

2. As Part of Responsible Sexuality

Assignment #6 due (see syllabus)

TO THE TRAINER: Taking responsibility means speculating on the possible outcomes of anticipated situations, weighing the costs and benefits and then making a decision with "one's eyes open." This process of looking at contingencies forces the risk-taking potential of a given situation to a conscious level and enables the individual to take responsibility for a decision without blaming external forces. The exercise below can be effectively used to demonstrate how one may clarify the risks of a situation in advance. This would be particularly valuable for teenagers for achieving practice in problem-solving in the much neglected area of sex and contraception.

Class Exercise (see example that follows)

a. Read one of the hypothetical situations (below) to class.
b. Have them brainstorm all possible outcomes.
c. Write these on blackboard.
d. When suggestions have stopped, draw the following 3 columns on another part of the board:

What's the best that can happen?	What's the worst that can happen?	What's the most probable thing that will happen?

Ask the class to classify each of the brainstormed outcomes (b,c) into the 3 columns in order to examine the risks involved.

e. Ask the class to assess the risks of each contingency: how likely they think the "best" would be, would they be willing to accept the risks of the "worst" or the "most probable?" Point out that each of them might come to different conclusions: some might decide to chance it and that's okay as long as they are willing to take those risks. Some might not because they were able to see (by virtue of this problem-solving process) how "chancy" it was. In any case, they would be making their decisions with more preparation. In other words, in hoping for the best, knowing what the worst can be and estimating the most probable, they were asking themselves whether they would be willing to take a chance on that outcome.
f. Follow the same procedure for each outcome, demonstrating how this might effectively be used with teens who can come up with numerous "hypothetical" situations based on their own and their friends' experiences.

Variations

The class members can come up with possible situations rather than using the hypothetical ones.

The film "Makeout" may be used in lieu of a written hypothetical situation.

To demonstrate the differences between male and female perceptions of outcomes, the class may be divided into separate male and female groups. They would then each brainstorm outcomes of the hypothetical situations and list them on newsprint. These could then be compared by the trainer for any gender differences which may exist.

Example:

a. Read aloud situation #1.
b,c. Brainstorm possible outcomes:

He promises to pull out and they have sex
She says she wants to wait
They pet to orgasm
etc.

d. Taking the first outcome suggested:

What's the best etc.	What's the worst etc.	What's the most probable, etc.
He will pull out as he promised and they will plan better birth control	He will fail to pull out and she will become pregnant	He will pull out but they will worry that it was not on time

e. Assess the risks of each contingency.

HYPOTHETICAL SITUATIONS

#1. A young female of 14 has been dating a 17 year old male, going to parties, movies, etc. She's very turned on by him and dreams of having him make love to her, but she's very worried about becoming pregnant. That night, they're out in his car doing some heavy necking and petting. She begins to feel faint with desire and senses that they may be moving into heavier sexual interaction than ever before. She whispers, "I don't want to become pregnant."

#2.	A young male of some sexual experience takes a new date out to a movie. Upon escorting her home, they find that her parents are out for the evening. She invites him in for a snack and puts on some dance music. He suggests that they dance, and very soon they're kissing and finding themselves sexually aroused.
#3.	A young female of 15 and young male of 16 have just started dating and he's urging her to have sex with him. She's reluctant since she's still a virgin and wants to wait until the "right guy" comes along. He keeps pressuring her and her friends tell her he'll find someone else if she keeps refusing his advances.

Evaluation

**TO THE TRAINER: This unit has examined the problems of contraception as requiring education about the various methods of birth control, their proper use, advantages and disadvantages. Education for effective use of contraceptives requires examining the conditions (and values) under which communication between sexual partners and making responsible decisions can occur. In order to make effective decisions about contraception, sexual partners need to follow a problem-solving sequence (handout follows).

A suggested evaluation exercise for this unit involves trainees devising an exercise for their students, at an appropriate level of difficulty, which utilizes the problem-solving sequence with regard to contraception or an analogous experience.

For example, some analogous situations might involve decisions about how to spend time with a friend, money, what to do on a date, travel plans and desires, and so on. Trainees should devise an exercise that enables their students to state how they would handle each one of the steps in the problem-solving sequence in a real or hypothetical situation. Make sure that each of their evaluation exercises does so in a realistic and practical way.

EVALUATION EXERCISE FOR THE UNIT ON CONTRACEPTION

Learning about and using effective birth control involves a series of steps in a sequence designed to solve a problem, namely the prevention of pregnancy as a result of intercourse. Learning how to solve problems rationally is an essential part of education, regardless of the learner's age or the subject matter. The problem-solving sequence involves the following steps:

1. being ready for the problem or activity
2. anticipating the problem or event
3. planning to deal with the problem
4. learning about a variety of ways to deal with the problem
5. choosing which way might be best to deal with the problem
6. negotiating with another person on the chosen strategy, if that other person needs to be taken into account
7. deciding on how to solve the problem, either based on the result of the negotiation, or alone
8. using the chosen strategy to solve the problem
9. evaluating the strategy, based on how it worked that one time to solve that problem
10. being ready, again, for a similar problem or activity

Directions: Devise an exercise for your students, at a level of difficulty appropriate to them, which utilizes these above steps and which enables students to demonstrate their understanding of those steps in a situation which involves using birth control, or in an analogous concrete, decision-making situation.

For example, fifth and sixth graders might benefit from having to solve the following problem: You decide to go on a bike ride to a favorite playground. You and your friend leave a note telling your mom where you've gone, and take your bikes and leave. On the way you pass the Dairy Queen. It's hot outside, you'd love a cone, but you discover that neither you nor your friend has any money. What are some ways to solve this problem? What might you do differently the next time? How might the problem have been avoided?

E. Further Suggestions--Activities for Trainees

1. Visit one or several community agencies serving teenagers. Describe their activities, hours, services, fees and eligibility requirements. Add a paragraph with your own personal impressions and evaluation.

2. Devise one or several values clarification exercises for use with your own students.

3. Elicit and discuss a wide range of myths and fallacies regarding sex and birth control with your students. Correct all misinformation without poking fun at the persons who divulge the fallacies.

4. Invite speakers from various community agencies which serve teenagers to your classes. Prepare students in advance.

5. Invite speakers from your community to your classes who are in basic disagreement with each other, for example, people who are for and against birth control, sex-related services to teenagers, public assistance, and so on.

6. With colleagues and/or students, compile a directory of local resources and agencies serving adolescents. Include information about which services are offered, when, where, at what cost, to whom and for how long. Naming congenial contact persons at each agency is useful.

VII. PROBLEM PREGNANCY COUNSELING FOR TEACHERS AND COUNSELORS

by

Joan Chesler

*Any reproduction or use of the materials and exercises herein should include a full acknowledgement of the author and source.

Preface to Units VI and VII

Many school districts currently have family life and sex education programs and yet have not been able to teach about birth control under existing state law. When teaching about contraception becomes permissible, those districts may look to Units VI and VII of the manual for help in supplementing their program. Several guidelines for using the units under these circumstances are important.

Throughout the manual there is an emphasis on starting with an assessment of the needs of the trainees and meeting their needs. The program at once asks trainees to reflect upon their own values and feelings, tries to set up a supportive environment for trainees and respects the privacy of each individual. The combination of lecture, discussion and exercises gives each instructor a variety of opportunities to meet the needs of the group. Many of the exercises call upon trainees to examine their own feelings and to role play others. It is important that the instructor assure trainees that such situations are aimed at developing an empathic and nonjudgmental professional role. At no point should individuals feel any compulsion to reveal what they feel are personal feelings and private behaviors. The manual attemps to raise issues and initiate a reflective process. It is through this process and a clarification of the professional role in the teaching of contraception that the trainees will develop into successful teachers.

Other units in the manual contain materials that relate to and may be adapted to discussions about contraception. Units I and II consider the role of the sex educator and goals of sex education. Unit XI deals with parenthood and interpersonal decision-making. Unit IV and V discuss values of education. The exercises included in those chapters are designed for adults in the trainee role. The exercises and assignments are intended to elicit feelings, memories and reflections which provide a foundation for sensitive teaching. Other exercises, such as the role plays, provide for skill development and practice. The authors believe some, but not all of the exercises would be appropriate for high school students. They are primarily intended for use in pre-service and in-service training.

VII. PROBLEM PREGNANCY COUNSELING

A. Goals and Objectives

Trainees will have some skills to help young people who are seeking help.

They will learn some methods of individual problem pregnancy counseling.

They will practice skills in counseling.

Trainees will be better able to deal with the socio-emotional issues that adolescent sexual activity poses for teens themselves and for teachers.

Trainees will be comfortable when responding to requests for help from students who are pregnant or from the young men involved.

They will become aware of their own feelings and values regarding adolescent pregnancy.

B. Syllabus

Assignment #1

Due: Prior to the first class session, Problem Pregnancy Counseling

Read:

Wilson, Robert R. Problem Pregnancy and Abortion Counseling. Family Life Publications, Inc., Box 427, Saluda, North Carolina 28873, 1973.

Gordon, Sol. The Sexual Adolescent, chapter 3.

Connolly, Lisa. "Little Mothers." Human Behavior, June 1975, pp. 17-23.

Assignment #2

Additional reading from E.2. Recommended Reading

C. Background

> *Adolescent pregnancy is a serious threat to the life and health of a young woman . . . whether the birth occurs in or out of marriage* (Alan Guttmacher Institute, 1976).

In the United States, about 10% of our teenagers become pregnant each year, and 6% give birth. Two-thirds of those pregnancies are unintended. Teenagers obtain one-third of all abortions performed annually in this country. Of those girls who continue their pregnancies, 94% keep the babies at home with them, 2.5% send the child to live with relatives or friends, and 3.5% release the baby for adoption. (See Eleven Million Teenagers, 1976.) One could continue to cite statistic after statistic, attesting to the severity of the problem, but most people who work with adolescents have direct knowledge of the gravity and scope of these social, emotional, medical, and economic issues.

When adolescents become sexually active, their interests and energies are directed mainly toward the exploration of heterosexual relationships. Adults who are willing to provide information about this vital area are seen as important sources of help and direction. Those teachers and other education professionals who help their students explore the issues that sexuality involves become resources to students, sometimes for information, sometimes for helpful support, and sometimes for advice. When unintended pregnancies occur, some students quite naturally turn to those adults--their teachers--who have demonstrated their willingness to discuss and clarify sex-related issues.

Because of legal constraints at the present time (see Appendix A), this unit is not intended to have carry-over into curriculum development or implementation at the level of classroom instruction.

Because an unintended teenage pregnancy is a crisis, the type of counseling approach suggested in this unit is crisis counseling; that is, intensive counseling with a problem-solving focus over a relatively short period of time. This approach differs from long-term therapy in that the goal is to resolve only those issues which bear directly on the one problem--pregnancy--under scrutiny. It is suggested that when longer term therapy is appropriate, the student be referred to a therapist for continued work on his or her problems.

The kinds of problems that are appropriate for such short-term problem-solving counseling involve students asking questions such as:

1. How can I tell my parents? my boyfriend?
2. Where can I go to find out if I'm really pregnant?
3. How can I decide what to do about my pregnancy?
4. What's involved in abortion? adoption? getting ADC money?
5. If I stay pregnant, can I stay in school? After the baby's born, can I come back to school? Are there any night classes for me?

In this approach to counseling, teachers and counselors provide accurate information about the alternatives available to pregnant girls, provide empathetic support, go through the problem-solving process with students as appropriate, and make referrals as needed. In our view, teachers can do some or all of the above, within the limits of their personal comfort and according to individual definitions of the limits of professional propriety. The basic premise of the unit is that students with such problems will approach someone who appears warm and trusting to them--this may be a teacher or a counselor. The exercises provide training for those professionals so that they feel comfortable and have skills to deal constructively with the problem.

When dealing with sensitive issues such as problem pregnancy, teachers and counselors need to know what their own values are and be able to set them aside so that they can help the young people clarify their own values. The counselor will not help the student by directing the problem-solving process unilaterally in the direction of personal biases--toward abortion, adoption, or keeping the baby. Thus the first few exercises in this unit are designed to enable trainees to get in closer touch with their values. If, after the values clarification work, trainees find that they are unalterably opposed to abortion or any other alternatives, under any or all circumstances, then they might consider that their effectiveness will be limited in problem pregnancy counseling. A teacher, in such a situation, might refer the student to another teacher or counselor who is more comfortable with the alternatives.

Students sometimes ask teachers for their opinions regarding the resolution of the pregnancy. Concerned adults may want to respond in terms of their general values, rather than giving direct advice, at least at the beginning of the problem-solving process. Responses such as "I believe that if a girl has her family's support or can support herself and the baby without dropping out of school altogether, then continuation is a good thing" or "I believe that abortion is a woman's right and up to each individual to decide" may be useful to the student and indicate one adult's general views at the same time. In addition, it is helpful and important to add, "of course, there are other options." Unless the teacher knows the student and her life situation very well, then direct advice cannot be geared to the needs of that individual, and furthermore it lessens the student's reliance on her own solutions to her own problem. Direct advice short-circuits the problem-solving process, and may be withheld until the student is examining all the alternatives, and several people's views on all the alternatives. The Problem Pregnancy Counseling Format (see D, Learning Experiences) presents a problem solving sequence for counselors to use.

In addition to mastering these counseling skills, teachers and counselors should familiarize themselves with all the relevant resources available in their local area. When making referrals, it is important and helpful to be able to describe the facility, service, fees, personnel, and other salient aspects of the agency. Not all agencies are alike, not all agencies are equally good. The concerned professional should try to locate the best sources of quality care, and recommend those facilities which are best suited to meet the special needs of adolescents. This means facilities which emphasize such features as personalized service, special counseling and education, low cost or sliding scale fees, and confidential services. Trainees might maintain a directory of services, one which they update at regular intervals.

Counseling services are available for teenagers at a variety of locations, including the County Health Department, Planned Parenthood and Women's Counseling Centers. Here a woman may obtain advice on options available concerning a problem pregnancy or be given a physical examination. Information about such resources is becoming more readily available. The teacher or counselor may be in a better position to evaluate these alternatives than the student. At the least, trainees might consider for themselves and with their students what criteria might be used in selecting an agency for counseling.

Concerning abortion services, most Planned Parenthood agencies, if they themselves do not provide early abortion services, maintain a referral directory of nearby facilities. Going through a Planned Parenthood agency is preferable to finding an abortion clinic through the Yellow Pages, since Planned Parenthood refers clients only to those agencies which have been evaluated and which provide safe medical care and effective counseling services. Furthermore, they locate and refer clients to hospitals which provide later abortion services. Where there is no Planned Parenthood agency, the local county Health Department may provide advice to women in need.

Counseling for adoption may be obtained at a variety of social service agencies, including Child and Family Services of Michigan, and Catholic Social Services. They provide counseling during pregnancy, during and even after the adoption process. A teacher might reassure the young woman that the agency seeks a complete medical and social history of mother and father in order to make the best placement for the baby. The agency also works with the mother as she decides whether or not to give up the baby, discussing options and directing her to needed resources. Preparing the mother and father for the probate court hearing is another service provided. It is important that the young woman knows she has such options as placing the baby in foster care and giving the baby up for adoption even after she has had the baby home with her.

Early prenatal care is tremendously important, since teenagers are in a high risk category with regard to their own and their babies' health. Some urban hospitals have special obstetric clinics for adolescents; these are highly recommended. Clinic programs usually cost less than prenatal care and delivery by private doctors, and adolescents should be aware of these differences when choosing the sources of their prenatal and delivery care.

With regard to educational alternatives, teachers should be aware of the options that pregnant students have in their school districts. Some school systems have special classes for pregnant and post-partum girls; others have Infant Care centers available to the babies. Some girls who drop out of school need to be encouraged to complete their schooling, either by returning to the regular high school, an alternative high school, night school, or by taking the GED test. Teachers should familiarize themselves with the local continuing education program, as well as with the opportunities work-study programs offer. Pregnancy and childbirth should not be sufficient cause for dropping out of school, but it is the reason most often cited by girls who do drop out.

Finally, teachers need to be aware of the rules and regulations which apply to emancipation of minors and public assistance. The local office of the Department of Social Services (DSS) can supply adolescents information about their eligibility for medicaid. These rules do not differ from locale to locale, but it is important to know where the DSS office is, so that referral is swift and effective.

How To Teach This Unit

The first training session is devoted to values exploration and clarification. The first three exercises are designed and sequenced so that trainees can examine their general and specific values as they relate to problem pregnancy, and values regarding the options inherent in their role definitions.

The second class session is intended to focus on the development and analysis of problem pregnancy counseling skills, through the use of role plays. The discussions which follow should highlight issues and problem areas common to problem pregnancy counseling, and may also focus on areas of difficulty relevant to specific trainees.

Intensive and effective problem pregnancy counseling is a skill which takes much practice to achieve. This unit can give trainees only a start in the direction of becoming skilled practitioners; the rest will depend on individual trainees' motivation and opportunities for practice with and without experienced supervision. Hopefully, this unit will motivate trainees to seek such opportunities under the supervision of skilled family planning counselors.

Wherever possible in the various exercises, give attention to the influence of sexism and gender differences in trainees' responses. Similarly, the same process applies to student-teacher differences in race, socio-economic class and religion. An example is included as a variation in exercise #2.

D. Learning Experiences

Assignment #1 due (see syllabus)

Values Clarification Exercises

**1. TO THE TRAINER: There are no right or wrong answers to these questions; they are attitudinal, not factual. Trainees should respond to all 16 statements first. Then the trainer should encourage discussion of the items, in a variety of ways, perhaps at first asking trainees to share the True or False responses about which they feel most strongly; then the items which they had the most difficulty answering. The trainer should focus discussion not only on differences of opinion, but also on value differences, asking what trainees' values are, what cultural values they reflect, and how these values have developed. Finally, the trainer may wish to separate trainees into small groups to further pursue the issues raised in class discussion.

Some key questions to raise are: what do your responses tell you about your feelings regarding these issues? what do your responses reflect about your values regarding these issues? what do your responses suggest about society's cultural views on adolescent sexuality?

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2. TO THE TRAINER: This exercise is critical for all people who deal with sexually active and pregnant teens. Counselors and teachers must be aware of their values and of how their values impact on their personal and professional lives. Furthermore, helping professionals must be able to understand how they feel about each of the options a pregnant teenager faces. In fact, effective counseling of pregnant teens and their partners and families cannot take place until counselors are able to separate their personal response from a view of the student that is more objective and individualized. Therefore, this exercise precedes skill-training and practice in problem pregnancy counseling.

This exercise should be done alone and silently, first; then the trainees can discuss their various responses in small groups. During the guided discussion, the trainer should ask trainees to look for inconsistencies in their own responses, value differences among themselves, and responses which seem unrealistic.

Following discussion, the trainer should suggest that if any of the options are unacceptable under any circumstances, then the trainee--as a professional--should refer the student or client who chooses that option to another professional who can be more supportive under those circumstances. In other words, a person who does not support adoption, for example, under any circumstances, should not engage in long-term counseling with a young woman who is considering or who has decided upon adoption.

Directions: Which of these statements most accurately reflects your feelings and opinions? Indicate by choosing either TRUE or FALSE.

1. Only parents should provide sex education.
2. When a teenager gets pregnant, it's mostly her fault.
3. Most teens who get pregnant want to, consciously or unconsciously.
4. When a teenager gets pregnant, she should have the baby: "You play, you pay."
5. Effective sex education can reduce sharply the number of unwanted pregnancies.
6. Most teenagers are too immature to raise a child well: abortion is best for them.
7. Persons younger than 16 or 17 should not have intercourse: they are too immature.
8. There are so many childless couples who want babies: teenagers should release their babies for adoption, instead of aborting them.
9. The young men involved in the pregnancies should be forced legally to contribute to child support.
10. Having conceived a child is a sign of adulthood.
11. Birth control should be available to teens without parental consent.
12. Early abortion should be available to teens without parental consent.
13. Once a girl gets pregnant, she should be considered an emancipated minor; her parents should no longer be responsible for her.
14. Our society promotes and supports responsible sexuality.
15. Having a baby is a status symbol and ensures entry into the adult world--for teenagers and post-adolescents alike.
16. When a teenager gets pregnant, she should have the baby, raise it, and they both should be lovingly accepted in the family.

Exercise #1

Directions: For each pregnancy-related option, respond with the set of conditions or values you think are most appropriate and important.

When a 16-year-old girl is pregnant,

1. EARLY ABORTION is best when . . .

2. LATER ABORTION by saline induction is best when . . .

3. GETTING MARRIED AND RAISING THE BABY is best when . . .

4. KEEPING THE BABY, UNWED, is best when . . .

5. RELEASING THE BABY FOR ADOPTION is best when . . .

Variations: Separate the class into one group of males only, and the other group of females only. Compare responses with each group, looking for similarities. Reassemble. Share out similarities within each group and differences between the gender based groups.

Follow a similar procedure, when appropriate, to examine the effects of race differences and religious differences.

**3. TO THE TRAINER:

a) After reading the scenario below, trainees should respond to the first three questions (A, B, and C). They may respond individually in writing, spontaneously in small groups or total class discussion.
b) Then trainees should complete part D by indicating which of the options is most comfortable and desirable for them. It might be useful if participants diagrammed the restraining and encouraging forces acting on them, using a force-field model of analysis. This is done by using arrows to indicate the forces, their direction and impact on the problem or goal under discussion. As many forces as possible should be identified--for example, degree of risk, personal comfort, concern for the student, availability of other competent professional help, and so on. Finally, each of the eight options should be discussed by the trainees, focusing on the relative value and disadvantage of each one.

Part a

A 16-year old student asks to talk to you, a teacher, after school. When you meet, tearfully she tells you she's pregnant. You feel close to this girl. She obviously trusts you, explaining that she has not told her parents and that you are the only adult she has asked for help. She asks you what she should do.

A. What do you see as your options? What are all the possible ways you could respond to the student?

B. How would you want to deal with her?

C. What are the personal and professional forces which encourage and which constrain your responses?

Part b

D. Which of the following responses would you make, in that situation? WHY?

1. I would counsel her to tell her parents immediately.

2. I would refer her to the school nurse or counselor.

3. I would refer her and her boyfriend to a nearby Planned Parenthood or other family planning agency for counseling and referral.

4. I would do extensive counseling with her and her boyfriend, after school hours.

5. I would tell her how hard it is to raise a baby when you're still in high school, and advise her to have an abortion. I would then refer her to an abortion clinic.

6. I would refer her to Problem Pregnancy Help or to a local pro-life agency. I would tell her that abortion was killing, and that she could make a couple very happy if she gave up the baby for adoption if she felt unable to raise it after it was born.

7. I would send her to her family doctor or a clinic for prenatal care.

8. I would refer her elsewhere for counseling and maintain a warm, supportive relationship.

Exercise #3

Problem Pregnancy Counseling

**1. Problem Pregnancy Counseling Format--

TO THE TRAINER: The material below should be reviewed after the assigned readings have been covered, and before the role plays are begun. It is essential that trainees understand the material in Wilson's Problem Pregnancy and Abortion Counseling, as the counseling format which follows is only a summary of how to do problem pregnancy counseling.

Covering the material included in this format may take anywhere from one to ten hours of extensive counseling time. Trainees may want to do only some of this counseling, and then refer students elsewhere for extensive, professional counseling. This is fine, as long as they maintain a supportive relationship with the student while she deals with her crisis. Of course, confidentiality must be preserved. Note that this format is basically a problem solving sequence in which the client identifies options, evaluates them, chooses one, and makes plans to act on it.

Like other life crises, an unplanned pregnancy is not necessarily a catastrophe. All the concerned and involved persons can grow and mature, learn some new problem solving skills, and in the process grow to appreciate one another more. Adolescents can learn to be more independent, parents and friends can provide essential support, boyfriends can develop greater empathy and interdependent skills, and teachers can sharpen their counseling skills.

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2. Assignment #2 due.

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3. Role Plays--

TO THE TRAINER: Divide the trainees into trios, providing for one Student, one Teacher, and one Observer. Each trio should do three role play scenarios, so that each trainee has the opportunity to play each role (of Student, Teacher and Observer.) In each scenario, the student comes to the teacher, requesting to talk after school, at which time she admits to an early pregnancy.

These role plays should be transferred onto separate 3 x 5 cards so that only the Student receives a copy of her role. Each scenario should take about 30 minutes to enact and discuss, with three taking 1 1/2 hours. The remaining half-hour of class time may then be used to discuss common themes, problems and dilemmas encountered by the Teacher-trainees.

Use the handout on Problem Pregnancy Counseling Format as a guide for the Observers, who should make sure that the Teachers cover all the steps in the format. Observers also should watch

PROBLEM PREGNANCY COUNSELING FORMAT

1. Elicit the student's range of options as regards her pregnancy. If she sees only one or two options, name (and possibly explain) what the other options and alternative solutions to the problem are.

2. Explore the student's feelings regarding each alternative--the pros and cons of each option.

3. Discuss how each option might really work out. Focus on the student's ability to deal with each option and with the alternatives she prefers.

4. Clarify misinformation and myths (for example, about abortion, the availability of public assistance, foster care, etc.). Present new and correct information.

5. Elicit the student's decision. Affirm and support the decision if possible.

6. Make plans to involve the student's support system (parents, boyfriend, friends or relatives--whichever are most appropriate).

7. Make referrals for future needs: school-age parent classes, prenatal care, abortion, social service, extensive counseling, and so on.

8. Make specific plans for follow-up, and for maintenance of a warm, supportive, ongoing relationship.

Exercise #1

the verbal and nonverbal cues the Teacher-trainees display, evidencing personal comfort or discomfort with the Student's problems and solution. The handout on the Counseling Format thus can be used as a guide for the Observers' feedback to the Teacher in each scenario.

#1 FAYE is 17. A senior with plans to go to nursing school, Faye is upset about her pregnancy because she has worked hard to earn next year's tuition. Her family does not believe in abortion, and her boyfriend who is 21, wants to marry her. However Faye is very ambivalent and unsure about what to do because she does not want to give up nursing school. She loves children, loves her boyfriend and plans to marry him eventually, but all this is happening much too fast. She comes to you to talk about her problems.

#2 BARBARA is 14. She just found out she is 10 weeks pregnant. She plans to have the baby and keep it, and live with her boyfriend's aunt if her mother won't let her stay home after the baby's born. Barbara comes to you because she's planning to tell her mother the news only after all her plans are definite, and she wants some help in knowing what to do next. One concern is how soon she can drop out of school, the sooner the better.

#3 CAROL is 15. Her last period was 2 months ago. She wants to have a baby. Her best friend just had a baby and Carol loves taking care of him. Carol's boyfriend has just been arrested and will go to court in 6 months on a robbery charge. Carol says that her mother is upset about the pregnancy, but Carol's sure she'll help out with the baby. Carol has come to you because she thinks you'll help her mother calm down, and you'll help Carol work things out. Carol thinks abortion is alright, but not for her.

#4 DONNA is 16. She knows she's several months pregnant, does not believe in abortion, but feels she cannot manage parenthood at this age. She cries a lot, is bewildered and lost, and does not know what to do or who to turn to. Her parents are divorced, she lives with her mother who is never home, and feels she has no one to help her. She wants you to help her.

#5 ELAINE is 17. A senior and honor student, Elaine just found out she is pregnant. She does not want to tell her parents since they do not know she's sexually active. Elaine and her boyfriend have agreed that abortion is the only solution, but they don't know how to arrange it or where to go. Furthermore, Elaine is afraid that it is very painful, expensive and dangerous. Elaine has heard that you know about these things. Can you help them?

#6 ARLENE is 16. Her last period was three or four months ago, but she's sure she's pregnant because her stomach is getting hard and she's gained almost ten pounds. She's afraid to tell her mother, but finally decided that she wants to get an abortion.

She did tell her boyfriend last month, thinking that he'd say let's get married, but instead he split town and told her to get an abortion. Arlene asks you about abortion and adoption.

Variation: Any of the above scenarios can be changed to portray the young man's point of view instead. He could go for help and discussion to one of his favorite teachers, asking what he should do to deal with the above problems.

E. Further Suggestions

F. Suggested Resources

1. Recommended Reading

Luker, Kristin. Taking Chances: Abortion and the Decision Not to Contracept. Berkeley: University of California Press, 1975.

Brashear, Diane. "Abortion Counseling." The Family Coordinator, October, 1973, pp. 429-435.

Hatcher, Sherry. "The Adolescent Experience of Pregnancy and Abortion: A Developmental Analysis." Journal of Youth and Adolescence, Vol. 2, No. 1, 1973, pp. 53-99.

Gedan, Sharon. "Abortion Counseling with Adolescents." American Journal of Nursing, October 1974, pp. 1856-58.

Furstenberg, Frank, Jr. "Premarital Pregnancy and Marital Instability." Journal of Social Issues, Vol. 32, No. 1, 1976, pp. 67-86.

Westoff, Leslie A. "Kids with Kids." New York Times Magazine, February 22, 1976.

2. Audio-Visual Materials, selected recommendations

"Young, Single and Pregnant" is available in 16mm film and in sound/filmstrip also. It presents four portraits, teenagers who resolved their pregnancies by abortion, adoption, single parenthood, and marriage. The film is objective, non-judgemental, and excellent for adults and adolescents. The distributor is Guidance Associates, 757 Third Avenue, New York, New York 10017.

"I'm 17, I'm Pregnant . . . and I don't know what to do." This 16mm film follows a teenager through her pregnancy as she, with the help of a social worker and a support group at the social service agency, decides how to deal with the pregnancy's resolution. The film is biased toward adoption, and raises interesting issues. The distributor is the Children's Home Society of California, 3100 West Adams Blvd., Los Angeles, CA 90018.

"Growing Up Together: For Teen Mothers and their Babies." This sequel to "I'm 17, I'm Pregnant . . . and I don't know what to do" traces the daily lives of four teenage mothers and their children. It is non-judgemental, and interesting to adolescents and adults. The film is distributed by the Children's Home Society of California, 3100 West Adams Blvd., Los Angeles, CA 90018.

VIII. SEXUAL BEHAVIOR AND VARIETIES OF SEXUAL EXPRESSION

. . . there is, inevitably, a considerable variation among the individuals in any social group. This variation involves the frequencies of total sexual outlet, the choice of activities in which each individual may engage, and his frequencies in each type of activity. There is similar variation in attitudes on all other matters of sex.

(Kinsey et al., 1948, p. 394)

VIII. SEXUAL BEHAVIOR AND VARIETIES OF SEXUAL EXPRESSION

A. Goals and Objectives (See Unit II,A)

B. Syllabus

Due: At class session, Sexual Behavior

Read:

Katchadourian and Lunde (197), chapters 7, 9, 10, 11, 12.

or

Cagnon, John H. Human Sexualities. Glenview, IL: Scott, Foresman and Company, 1977, especially chapters 7, 8, 12, 13, 15, 16.

Pomeroy, Wardell. "The New Sexual Myths of the 1970s." SIECUS Report, Vol. V, No. 6, July 1977, pp. 1, 14-15.

C. Background

Expressions of sexuality are highly individual and personal. The individual's sexual sense of self begins to develop at birth; growth continues throughout adulthood. Each person will function sexually in a unique way and will accept as pleasurable and also as "normal" a unique variety of behaviors. The purpose of this unit is to examine the range of sexual functioning and behavior and to look also at some human concerns about them.

One recent approach to this subject area has been sexual attitude reassessment (SAR)--a multimedia, combined with group process, approach to desensitization--with the goal of helping the professional person to be more professionally tolerant. Such a program may provide a complement to a manual such as this. It does not in itself allow the opportunity for discussion of classroom issues and problems and curriculum development. By presenting a barrage of explicit sexual images and following through in small groups it forces individuals to deal with their own attitudes, judgments, inconsistencies and hesitancies.

The manual takes a different approach and here, as in other units, attempts to deal with professional attitudes in the context of real problems in the classroom or specific concerns about the role of sex education.

To compress current knowledge of sexual functioning and behavior as well as the many surrounding controversies into one or several sessions is an impossible task. Four questions or common concerns will help to narrow the ground and the assessment of needs will serve to indicate which way to go. Adults and youths both want information and reassurance about what is normal. The question relates to the human sexual response and sexual dysfunction as well as to masturbation and homosexuality. Another concern is how individual expressions of sexuality--including sexual preferences, fetishes and choices of partners--develop. The role of the sex educator is a third concern. What limitations are there on classroom discussions of sexual behavior? What criteria are there? How should the teacher respond to questions about coital positions or violent behavior? A final concern is criminal or violent sex-related behavior--how does the classroom teacher handle these subjects?

Behind all of these questions is a common concern--how does the teacher discuss these aspects of human sexuality without rousing a furor. Opponents of school sex education have often rallied support, claiming that such progams teach "our children" how to masturbate or 14 different positions for intercourse. One still hears the argument that such programs encourage experimentation and promiscuity. What research studies have shown, however, is that any increase in sexual activity among teenagers is not an increase in promiscuity. Adolescent sexual experiences occur largely between individuals who have a continuing relationship and commitment to one another. Furthermore, despite the vocal outcry, sex education programs have been implemented on such a limited (in quantity and in content) basis throughout the country that it is impossible to attribute broad changes in behavior to them (Alan Guttmacher Institute, 1976; Ambrose, 1976). Television, films, records and magazines, which are easily accessible and to which young people have a great exposure, seem to be filling the education gap that exists. Here is where the teacher can begin--by addressing the attitudes, information and misinformation hitting young people from the media and their peers. Two basic criteria for any program are, therefore, that it provide complete and thorough factual information on all questions to which young people have sought such answers and that it provide students with a framework for evaluating the messages that bombard them daily. Where the teacher's own comfort or community standards seriously restrict the first guideline, teachers can at least work with students on the second--helping them find a sound source of basic information and develop criteria for evaluating questionable sources.

What is normal is a general form of several questions relating to sexual behavior. It could be "Are my feelings normal?" "Do I respond to my partner in a normal way?" "____ turns me on. Is this normal?" "Is masturbation really O.K.?" What is important for trainees is that they have the opportunity to explore and discuss some of these concerns. There are several ways to go about this. Explicit films, whether or not the SAR approach is used, do provide the opportunity for exploration of a variety of behaviors. Many of the films of the National Sex Forum (Multi Media Resource Center) expose viewers to masturbation, homosexual love making, various coital positions and oral intercourse in a setting that connotes

pleasure, enrichment and, where the partners are involved, commitment. With such films it is essential to provide a structured setting for trainees to discuss their own reactions. Readings from Masters and Johnson's studies and the classic Kinsey reports can expose trainees to the individual varieties of sexual expression. Masters and Johnson and Helen Kaplan explain sexual dysfunction and indicate the kind of help that is available; they approach a clinical definition of normalcy. For the most up to date research see such journals as The Journal of Sex Research and Medical Aspects of Human Sexuality. A variety of exercises can be used with trainees asking them to consider the range of their own experience and what separates those behaviors they define as normal from those they consider abnormal. In response to the question, what is normal, then, the objective is to provide some factual information and also provoke trainees into considering what, in fact, they mean by normal.

Providing an answer to how sexual preferences develop is a problem that has eluded researchers so far. They cannot explain what causes either homosexuality or heterosexuality--though many theories are being explored. That the answer has not yet come from the experts is an important understanding in itself. Despite the large numbers of books on homosexuality that are appearing, etiology remains an uncertainty. As reported by a National Institute of Mental Health Task Force on Homosexuality (1972, p. 12):

> *. . .(1) Is the human organism psychosexually neutral at birth, so that learning processes determine homosexual object choice in adults, or are there "inherent sexual predispositions" which selectively influence the effects of learning? (2) What is the nature and content of the learning processes by which homosexual object choice develops? Is the appropriate developmental model a deviant role or a personality system with intrapersonal traits motives, and gender identifications incompatible with the social-sexual capabilities and self-other expectancies of adult relations with the opposite sex? Does positive conditioning of sexual responses to persons of the same sex or negative conditioning to persons of the opposite sex, or a combination of both, account for homosexuality? (3) Are particular periods in the developmental process, such as early childhood or adolescence, critical for homosexual object choice? (4) Are parent-child relationships in the nuclear family crucial in determining whether an individual becomes homosexual, or are peer relationships in childhood and adolescence, and deviant subculutres in adolescence and early adult life, of equal or possibly greater importance? These four issues are highly controversial and cannot be resolved by the research evidence currently available.*

Money suggests the range of possible sources:

> *Whatever the degree of an individual's homosexual commitment, the behavior concerned may be in some degree hereditary, constitutional and biological in its determination, and in some degree environmental, learned, and sociological...*
> (National Institute of Mental Health, 1972, p. 42).

What is important to understand in terms of sexual commitment and behavior is this multiplicity of influences. In this regard, trainees might explore their own sexual histories, considering both behaviors that occurred and attitudes that developed. One goal might be to alleviate some of the guilt that is too often associated with sexuality. Trainees should examine their own guilt feelings and also the ways in which they can foster guilt in their students. Trainees should also have in their own minds the clear distinction between moral commitment and guilt as determinants of personal values. Lacking adequate research classroom teachers cannot explain the causes of sexual choice to students; the teachers can, however, encourage a healthy environment or attitude in making such choices.

What can the teacher discuss in the classroom? What is the role of the sex educator in teaching about sexual behavior and functioning? This problem can be approached from three perspectives: What are the needs of the students--especially what unhealthy attitudes and false information have they acquired? The second question is what is the community standard, within the framework of existing guidelines and the teacher's own knowledge and understanding of the community. The final concern is the teacher's own comfort--what can he or she handle adequately while following the other two guidelines. The manual begins with (Unit I) exercises clarifying teachers' perceptions of their own role in the classroom and some of those exercises may be repeated throughout the training program as new issues again raise questions about the teacher's role. As in any teaching situation, classroom teachers will find that there are strategies to employ to provide support for the role they choose to assume. Open access so that parents, fellow teachers and administrators have been invited to review the content and materials used is a good starting point. Seeking administrative support and notifying a supportive superior of any controversial materials and developing controversies help to establish a teacher's reliability and credibility. Respecting student confidentiality is important not only as a human value but also as a skill to be modeled and as a step in gaining respect from the students themselves. These are important aspects of the teacher's role.

The area of violent and criminal sex-related behavior poses several problems. There is a problem of definition for as Gagnon has pointed out the people of the United States have been unable "to decide in any clear way what we are talking about when we talk about sex crimes . . . and what forms of sexuality we are prepared to approve or disapprove" (Gagnon, 1977, p. 296). He classifies a long list of sexual offenses as defined by the laws of at least some states, including sex delinquency, statutory rape; fornication; cohabitation; prostitution; obscenity; rape, voyeurism, exhibitionism; incest; child molesting; sodomy; bestiality. One criterion

he suggests is to separate victim and victimless crime, with the former category including rape, incest, child molestation and other actions where there is an unwilling victim. In regard to victimless crime, public policy must more clearly define and guarantee the rights of privacy. Individual problems or questions that students may raise also pose a problem for many teachers. The counseling skills presented in Unit VII are again appropriate here. An important first step is an assessment and understanding of the student's own feelings about the particular situation. Confidentiality must also be a concern but confidentiality need not be equated with inaction. If a student has come to a teacher with such a problem the teacher can assume some uneasiness on the part of the student and some desire to change or resolve the existing situation. The teacher then can work with the student and encourage him or her to pursue appropriate referrals.

Neither a manual nor a training program can provide all the answers a teacher will need, nor can they broach all the potential problems. Teachers must consider their own rationale for any subject they choose to include or ignore in the curriculum. They must have in their own minds and be prepared to explain to administrators and parents how the learning experiences in their classroom reflect established curricular goals. The training program can help teachers to acquire the facts they need and help them to clarify their roles and goals as sex educators--especially in the controversial area of sexual behavior.

D. Learning Experiences

1. Ask trainees to draw a time line of their life to date and for the next 25 years. Then have them fill in on the time line all the sexual behaviors in which they have engaged or expect to try at some time. This should be done individually and confidentially. Allow about 15 minutes. When all have finished, ask them to add up the number of different behaviors listed and survey the group for the range of the numbers of different behaviors. If the numbers are quite small (no more than 15 or so) suggest that they are not being specific enough and ask them to recall specific experiences or erotic responses of different parts of the body. When all have finished and some new numbers are recorded, discuss what was the most difficult part of the exercise. Was it harder to recall time or the range of experiences? Did it help to think in the context of a (particular) partner? How specific did they get?

   Time: 40 minutes

**2. Following exercise #1, ask each trainee to write anonymously on a slip of paper the one or two most unusual behaviors listed in #1. Record 8 or 10 of these on the board and then ask trainees to use 5 of the items to complete the statement (next page) and then indicate how they feel about the behavior.

If trainees are by now comfortable with one another, arrange them in small groups. Have them consider the following questions.

a) What were the responses people gave? (Total up # immoral, # not bad, etc. without regard to the particular behavior.)

b) If someone did respond on the left, would he or she like to discuss that response?

c) What about "It's O.K. for others . . ." Is that an honest response?

d) Would anyone like to discuss a particular behavior?

Time: 25-40 minutes

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3. Show any of several films from Multi Media Resource Center--
possibly: "Vir Amat"
"Rich and Judy"
"Handvoice"

In small groups trainees might discuss:

a) How they felt about the people in the film? What did they learn about them? What could they say about them?

b) How did they feel about their sexuality? How did you feel?

c) What were some of the details of their techniques that you observed? What helped to establish the mood?

Time: 15 minutes per film; 20 minutes, discussion

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4. Invite to the class a sex counselor or therapist who can provide background on current sex research and counseling and therapy programs. Allow time for discussion of sexual response and dysfunction. The trainees will have the opportunity to discuss some of their own concerns and to become familiar with a professional who should be a close ally of the sex educator.

Time: One hour

UNUSUAL SEXUAL BEHAVIOR

Fill in the blanks with behaviors suggested by the group, then check the statement that best reflects your feelings.

1. _____ is

___	___	___	___	___	___
immoral	not bad, but not part of normal sex either	it's O.K. for others but not for me	if I did it, I'd feel guilty	something I might try	something I do

2. _____ is

___	___	___	___	___	___
immoral	not bad, but not part of normal sex either	it's O.K. for others but not for me	if I did it, I'd feel guilty	something I might try	something I do

3. _____ is

___	___	___	___	___	___
immoral	not bad, but not part of normal sex either	it's O.K. for others but not for me	if I did it, I'd feel guilty	something I might try	something I do

4. _____ is

___	___	___	___	___	___
immoral	not bad, but not part of normal sex either	it's O.K. for others but not for me	if I did it, I'd feel guilty	something I might try	something I do

5. _____ is

___	___	___	___	___	___
immoral	not bad, but not part of normal sex either	it's O.K. for others but not for me	if I did it, I'd feel guilty	something I might try	something I do

Exercise #2

5. As well as the behaviors involved, the setting of sexual experiences is another element that often colors individual attitudes about what is "normal" and also what is pleasurable. This time, from exercise #1, list several behaviors that trainees consider common or acceptable, several unusual behaviors and several that fall in the middle. Then, ask trainees to sort the behaviors under three different categories--they might list the behavior under more than one column in (a).

a)	O.K. between married partners	O.K. in group sex	O.K. between couples who are dating	O.K. between same sex partners	O.K. between family members (other than husband and wife)
b)	I find exciting	I'm open to	I don't think I'd like	I would never try	I find disgusting
c)	Most committed couples do it	Many casual couples do it	Very few couples do it	Only disturbed or perverted individuals do it	

These exercises and the film and discussion have given trainees the opportunity to consider how they themselves have used the term normal, and what the range of sexual behaviors and responses and attitudes toward these is among a peer group such as the trainees. What kinds of criteria do trainees feel might be used in evaluating sexual behavior? How do parents set standards for young people? What should be the determinants of personal attitudes and behaviors?

Time: 20-30 minutes

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6. As a follow-up to exercise #5, divide trainees into groups of 4-6. Have each group compile a list of suggested standards for sexual behavior--starting from a very restrictive and moving to a very permissive standard. Put the lists on newsprint so the groups can easily report back to one another. Then ask trainees to consider for themselves with which standards they feel comfortable. Ask trainees to identify the values underlying the standards.

Time: 20-30 minutes

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7. While Unit II considers some myths and understandings related to basic knowledge of physiology and human sexuality, it is important also to consider myths related to sexual functioning. Wardell Pomeroy has raised the question of "The New Sexual Myths of the 1970s" (see assigned reading). Trainees might consider several of these myths and how they might dispel them. Some are (Pomeroy, 1977):

Sexual problems can be cured very easily.
Masturbation is more satisfying than intercourse.
Penis size is irrelevant to sexual satisfaction.
Sex is good for your health.
Older people are as interested in sex as when they were young.

Time: 15-30 minutes

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8. Have trainees brainstorm as many suggested "causes" of homosexuality as they can. Then ask them, individually, to list all the causes under one of four headings:

A good possible explanation	Perhaps an idea worth testing	Not very likely, not worth testing	A real myth, has no relationship to homosexuality

Share responses after trainees have finished filling in the columns themselves.

Discuss how actual behavior sometimes reveals a belief in one of these theories. What happens when parents and teachers behave as if they accept that theory?

Time: 25 minutes

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9. Here is the opportunity to discuss several teacher concerns about homosexuality. Trainees might consider which of several topics are of most concern to them:

Homosexual experiences of adolescents
Homosexuality as a lasting preference and commitment
Rights of gays
Gays and children--misinformation
Gays in the school
Handling questions about homosexuality

Let trainees break into groups who share the same concern and have each group prepare a role play to present to the others, demonstrating the particular problem and what the teacher might do with it. The group might also prepare a lesson or simulation to try out with the whole group.

Time: 45-90 minutes

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10. The goal of many of these exercises has been to convey a sense of the broad range of behaviors. A problem for teachers is how to convey to adolescents this same understanding that what they are thinking and feeling--perhaps a sexual feeling,fantasy about someone of the same sex or even pleasure in masturbation--are common

experiences and the young person need feel neither shame nor guilt. When parents and teachers or other adults can discuss such feelings with young people they will learn to evaluate their own experiences, understand their own responses and even seek help when they really need it.

Have trainees design an exercise for students (break them into groups each working on a different age group if this is appropriate), a training experience for parents, or a plan for a lesson with the goal of increasing student knowledge of the range of sexual feelings and responses and allaying fears that may be developing out of their own feelings or experiences.

Time: 25-40 minutes

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11. See Unit III, D, Learning Experiences, 5.

Add topics such as:

ejaculation
mutual masturbation
oral sex
premarital sex
orgasm
love

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12. Exercises in Unit I and II that deal with the role of the teacher as sex educator may be repeated or used here. See also Morrison and Price (1974), "Dimensions in Relationships."

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13. If student sexual activity is an issue for the secondary-school teacher, it may interfere with a successful program. How should any teacher relate to adolescents? The extremes are obvious: assuming these are all "good" boys and girls who don't do such things or assuming all teenagers today are sexually active and though perhaps not currently active have had some sexual experiences. In avoiding such a stance, the trainee has several alternatives which are <u>not</u> mutually exclusive. Have trainees discuss the advantages and disadvantages of each alternative, add other possibilities and provide examples of putting each alternative into practice.

Suggestions:

a) Assume that most or all students are at least on the threshold of an interpersonal, sexual relationship;
b) Assume that all students, whether experienced or not, have common doubts and fears about their own sexuality and interpersonal relationships;

c) Establish the development of a positive self-concept, and decision-making as goals in discussing sexual behavior; avoid a sexual response-and-performance oriented approach;
d) Assume that there is such a range of behavior that it is necessary to separate students and provide discussion at two levels.

Time: 25-40 minutes

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14. Three possible criteria for dealing with the issues of criminal and violent sex-related behavior were considered in the background section: confidentiality, the counseling format (Unit VII) and meeting the needs of the individual child. Have trainees discuss these criteria and add others. Point out that the teacher may, on occasion, find one standard in conflict with another.

Then, divide into groups of 4-6 and have each group work as a team of teachers, discussing what one teacher who has raised the problem in their simulation team meeting can do about it. The team is a group of teachers who are the family life and sex educators in a K-12 program.

Problems:

a) A 14-year old girl has raised some questions to you privately that indicate her uncle may be having sexual relations with her.

b) A 16-year old girl has told you that her boyfriend has forced her to have intercourse with him and she is disturbed about it.

c) The children in your fifth grade class are aware that parents have been concerned about a man who had been seen hanging around the playground for several days last week.

d) You teach a twelfth grade public issues class. The students have indicated there are several sex-related issues they would like to consider, among them:
pornography, including child pornography
prostitution--male and female
rape

E. Further Suggestions

1. Examine laws related to the family, marriage and sexuality in the state. How enforceable are they? Try to find out what law enforcement agencies actually do in relation to the written law. Is there a distinction made between victim and victimless crime in enforcing the laws?

2. See Hawley, Project Teen Concern, "Troubleshooting," pp. 102-103.

3. In discussions with students one goal should be to stress the human relationships and the development of strong self-concepts and respect for one's self. At the same time, teachers must respond to the students' many questions and concerns about sexual performance and response. The former discussion can evolve from a sex education program that is comprehensive and fully integrated with a health education, mental health and family life curriculum. Too often, discussion of sexuality that emphasizes only reproduction and physiology leads easily into the physiology of the sexual response and an emphasis on performance.

   Novels, literature and films provide an excellent mode for introducing and discussing human relationships and sexual experiences. Somerville (1972) is committed to this approach and describes it in her text.

4. Have students brainstorm as many aspects of love as they can. Ask them to consider the variety of relationships in which love is involved and in which there is some physical expression of that love.

   Secondary students might examine several views of sex as part of a relationship and the personal meaning of sexual relations--for example, sex as an expression of love, intimacy, commitment, for the sake of pleasure, as an experience worth having, for reproduction within marriage. Teachers might pose this as a values clarification exercise asking students to classify a variety of physical and nonphysical forms of intimacy.

5. Elementary students might collect pictures or draw pictures that show warm feelings between people. Provide the opportunity for them to talk about such relationships. This can lead into a problem solving discussion if children consider when such relationships are especially important, building a story around the picture.

F. Suggested Resources

1. Recommended Reading

Bullough, Vern L. An Annotated Bibliography of Homosexuality. New York: Garland, 1976.

Gordon and Libby (1976), Part 3.

Kaplan, Helen. The New Sex Therapy. New York: Quadrangle/New York Times Book Co., 1973.

Morrison and Borosage (1977), Part 5.

Simon, William S., and Gagnon, John H. Sexual Conduct. Chicago: Aldine Publishing Co., 1973, chapters 5-9.

Tripp, C. A. The Homosexual Matrix. New York: McGraw Hill Book Co., 1975.

Weinberg, Martin S. Homosexuality: An Annotated Bibliography. New York: Harper and Row, 1972.

2. Audio-visual Aids

A group of films for use with secondary students has been produced by Perennial Education, Inc.:

Teen Sexuality: What's Right For You
Would You Kiss a Naked Man?
Lavender (about lesbianism)
Are You Ready for Sex? (junior and senior high)

IX. EVALUATION

A. Goals and Objectives

Goals

The teachers-in-training will develop and be able to use procedures for evaluating both cognitive and affective learning.

Objectives

1. The trainees will be able to explain the difference between evaluation of outcomes and evaluation of process.

2. The trainees will be able to construct different types of evaluative exercises - including multiple choice, short answer (oral or written) and performance tests.

3. Trainees will be able to specify criteria and build evaluation into classroom learning experiences.

B. Syllabus

Assignment #1

Due: At class session, Evaluation

Read:

Woodley, Celeste P. and Driscoll, Laura A. "A Model and Suggestions for Evaluating Decision-Making Skills," in Developing Decision-Making Skills, Dana G. Kurfman, editor. Washington D.C.: National Council for the Social Studies, 1977.

Assignment #2

Due: At class session following Evaluation
See D. Learning Experiences.

C. Background

Evaluation in family life and sex education, both of trainees and students, presents a challenge to the instructor. Tests of knowledge are available and can be adapted for use across all ages. To measure decision-making skills, the ability to identify and clarify one's own values or moral development and other non-cognitive elements in a family life and sex education program is much more difficult. While suggesting some approaches to evaluation of trainees, this unit presents a model for evaluation of students. The content may vary depending upon age, but the evaluation will focus on processes and interaction that remain the same.

Evaluation must examine the process as well as the outcome in teaching family life and sex education. So, for example, in a unit on parenthood, 2 students role play a couple and announce their decision is not to have a child. The outcome is quite clear and the teacher may approach the evaluation positively because they did work together and arrive at a decision. What is more important, however, is how did they arrive at the decision? Did they weigh all the information available? Did they consider several alternatives and the consequences of each? Did they examine their own values and the sources of their values? Did they consider the consequences of the alternative they selected? The classroom teacher needs the tools to measure all of these aspects of the process for that is the essential element of learning.

A first important aspect of evaluation is clear specification of instructional objectives. The units of the manual contain a variety of objectives. Witnin most of these there are criteria for evaluation and built into many are evaluative tools.

Relying on these objectives and many of the exercises in the manual, this unit presents eight models of evaluation. Each model starts with student learning experiences and includes: what is to be evaluated (learning outcomes)? How will it be evaluated (instrument or procedure, the model)? What are the criteria? What is the feedback mechanism (how will the student receive and process the results?)? All of the models are based on several premises. First evaluation should measure the realistic outcome or objective of the learning experience. If the goal is to teach adolescents a decision-making process that relates to family rule setting, it is not sufficient to ask the student to identify or discuss four rules that may provoke conflict between child and parent. Second, the criteria for evaluation should be well-specified for student and teacher as well. If the student is to know all or some of the disadvantages or advantages of certain contraceptives as described in a particular source, then the content of the learning experience should include such information, not merely the use or effectiveness of the contraceptive. Third, evaluation requires objective criteria. Even when the method is self-reporting or the observation of others, standards of performance may be clearly described in advance. Finally, feedback is necessary to complete the process and to help the learner correct, improve or accept his level of achievement. The chart relates to evaluation of student learning.

In family life and sex education, evaluation must go beyond the written examination. The classroom teacher must learn to build evaluation into the classroom techniques that represent realistic situations and honest interactions. Implicit in this approach are the understandings that such interaction or problem solving can be measured, that some forms are better or more successful than others, and that these qualities are measurable - that the classroom teacher can specify criteria for evaluation. Furthermore, teachers must measure student knowledge and understanding as important elements in these processes. These, then, become the major tasks of the classroom teacher. Trainees may need practice in these skills for most teacher experience with evaluation has been in measuring outcomes and not process. The assignment provides the opportunity to develop an evaluation procedure.

Lesson - Learning Outcomes	Model or Method of Evaluation	Criteria	Feedback Mechanism	Example
The student will know specified facts and be able to define and use concepts appropriately	Written assessment	% correct, source of correct information specified; pre and post test	Return of results, with opportunity to discuss or seek correct responses	Multiple choice test of knowledge of conception
Students will exchange ideas and will respect the rights of others to their own opinions	Discussion with observer or survey report using checklist or values scale	Before and after comparison of survey or checklist results	Sharing report from observer or summary report of surveys	Discussion: the advantages of being (male) female
Students will be able to work together to complete a particular task				Design a contract for family cooperation
Students will be able to identify particular concepts or principles operating in the behavior of others	Observation Self-reporting on a form; inclusion of examples of the behavior	Correctness in matching behavior and concept; comparison of independent report for inclusions and omissions	Comparison of two reports and discussion; critical review by an independent observer	Watch a film and record examples of sexist behavior
The student will demonstrate understanding of the position or point-of-view of someone other than her or himself	Role Play	Predetermined checklist of examples or qualities desired	Interaction in role play; observer comments; group debriefing	Students will take the roles of parent and teen discussing the pregnancy of a 16 year old friend
Students will be able to communicate to others information they have understood themselves	Written or oral report	Independent review for correct information, thoroughness as outlined in original assignment	Interchange in oral report; written or oral comments at conclusion	Report on one method of contraception - how it is used and what its advantages and disadvantages are
Student will be able to apply what they have learned			See Unit VI, Contraception	

Lesson - Learning Outcomes	Model or Method of Evaluation	Criteria	Feedback Mechanism	Example
Self-assessment of attitudes or values will indicate more comfort in discussing sexuality	Opinion Scale	Before and after comparison	Self review of results, measurement of change	Complete the questionnaire indicating attitudes about aspects of boy-girl relationships.
Students will be able to use each of the steps in the process to complete the task	Decision-Making Task, step-by-step report	Checklist of steps and subordinate tasks to be completed.	Review of checklist, independent review and comments on inclusions and exclusions.	Work with another student and describe how you arrive at a decision to tell a third friend you are angry about his or her behavior.

D. Learning Experiences

Trainees should select one of the eight models of evaluation and, using it, write out an evaluation appropriate for the age group they teach. The report should include a brief description of the lesson to which the evaluation relates and go into specific detail about each component of the model for that particular learning experience.

E. Further Suggestions

"Exploring Childhood" the education-for-parenthood program developed by EDC (see references) contains several useful evaluation strategies for the type of program it is - using direct observation and field work experiences. See "Teaching and Evaluation Strategies," and "Approaches to Evaluating Student Learning," (EDC).

F. Suggested Resources

Though general reading in the area of evaluation will be helpful, there is little available specifically related to evaluation in family life and sex education. Of the texts, see Somerville (1972) and Schulz and Williams (1969).

X. USING AVAILABLE RESOURCES

A. Goals and Objectives

Goal

The teachers-in-training will demonstrate the ability to evaluate and make effective use of curriculum materials and learning resources in sex education.

Objectives

1. Given a particular topic and student population, learners will:

   a. Locate and present to the class
      1. Two different readings for students;
      2. One audio-visual aid;
      3. The names of two resource people, agencies, or institutions.
   b. Describe how to adapt existing materials to meet special needs.

   The instructor will evaluate the resources and plans in terms of appropriateness for the grade level, special needs of the students, and application of evaluative criteria presented in class discussion and readings.

2. The learner will list six criteria for evaluation of resources, apply those criteria to two different types of resources, and use a checklist to measure application of the criteria.

3. The learner will start a file of resources and should have a minimum of twenty-five entries (indicating source, age level, and cost) and ten annotated entries.

B. Syllabus

Assignment #1

Due: At class session, Using Available Resources

Read:

"The Use of Sexually Explicit Materials--3 Views," SIECUS Report, V.III, #6, July 1975.

Rosenblatt, Paul C. and Phillips, Robert A. Jr., "Family Articles in Popular Magazines: Advice to Writers, Editors, and Teachers of Consumers," The Family Coordinator, July, 1975.

Smarden, Laurence and Margosian, Arthur, "Marriage in Magazines," The Family Coordinator, April 1973, pp. 177-182.

Stenson, Leah Deland, "Playing Favorites: The Trouble With Sex Education Guides," School Library Journal, November, 1976, pp. 34-35.

Assignment #2

Due: At class session, Using Available Resources
See D. Learning Experiences 1,2,3.

Assignment #3

Due: At class session, Using Available Resources. Bring to class 2-4 pictures or verbal descriptions that you think might be considered explicit.

Assignment #4

Due: At class session following Using Available Resources a "Model for Evaluation of Resources" will be distributed in class.
See D. Learning Experiences 4,5,6.

C. Background

In family life and sex education, there has been a proliferation of materials. Often the prime considerations in selection are accessibility and cost. The classroom teacher should be continually involved in a three stage process--finding out what materials are available, evaluating those materials for classroom use, and planning to use them effectively.

What materials are available?

The range of resources available varies from what is on hand in the local library, Intermediate School District, or the Department of Public Health to the extensive selection of films, filmstrips, pamphlets, and books available free, for rent or for sale from educational and commercial distributors.

Trainees should become familiar with such important resources as:

1. Local resources - professionals in health, family planning, mental health and family services. Know the local community; there are people who can help in planning and in presentation.
2. Bibliographies which include various types of resources:

   Minnesota Council on Family Relations. Family Life Literature and Films: An Annotated Bibliography, 1972 and Supplements, 1974, 1976. 1219 University Avenue Southeast, Minneapolis, MN 55414. A vast body of material, divided topically; also listed are publishers, film distributors, periodicals and other sources.

Parenting Materials Information Center. Parenting in 1976: A Listing from PMIC. Southwest Educational Development Laboratory, Austin, TX. May, 1976. Detailed descriptions of selected entries are available. The list of materials is extensive.

A Selective Guide to Materials in Mental Health and Family Life Education, 1976 edition. Mental Health Materials Center, 419 Park Avenue South, New York, NY 10016. 947 pages.

Human Sexuality: Books for Everyone, SIECUS Report, January 1976, pp. 7-10 (or available from SIECUS) all age groups, brief annotations.

Human Sexuality: A Selected Bibliography for Professionals, SIECUS, 137-155 North Franklin, Hempstead, New York 11550.

1977 Resource Guide. Family Life Publications, Inc., P.O. Box 427, Saluda, North Carolina 28773.

3. Guides to films and filmstrips:

SIECUS, Film Resources for Sex Education, 1976 edition, Human Sciences Press, 72 Fifth Avenue, New York, NY 10011.

Films and teacher in-service programs, especially the series "Inside/Out" and "Self Incorporated" available from Agency for Instructional Television, Box A, Bloomington, Indiana 47401.

Multi Media Resource Center, "Resources in Human Sexuality," 1525 Franklin Street, San Francisco, California 94109, explicit films for educational purposes.

4. There are even guides to materials for special audiences:

"Easy Reading Booklets on Family Life and Sex Education," New Readers Press, Laubach Literacy, Inc., Box 131, Syracuse, NY 13210.

Rowitz, Louis and Meyer, Roger J. editors. Out of the Maze: Family Life Education for Vulnerable Populations, 1974.

Irving R. Dickman, editor. Sex Education and Family Life for Visually Handicapped Children and Youth: A Resource Guide. SIECUS and American Foundation for the Blind, Inc., 1975.

5. Other materials available in family life and sex education which do not currently appear in any organized presentation include games and tests and inventories. Examples of these are included in:

University of Michigan, Extension Gaming Service, "Games About Sexism, Sex Role Stereotyping and Related Women's Issues," 412 Maynard Street, Ann Arbor, Michigan 48109.

Evaluating Resources

Review of instructional materials is often haphazard and superficial. Trainees can become familiar with relevant criteria to apply to any resource considered for classroom use. The Model for Evaluation of Resources (See D,4) presents some key issues that the instructor might consider in depth. How can the trainee decide whether the material is appropriate for the age group? What about the resource that is uniquely effective in fulfilling a particular objective but has either strong biases or some weakness in quality? What are the most important criteria in selecting an aid to learning?

Using Audio-Visual and Other Learning Aids with Students

Guidelines for selection of resources and hints for finding the best available sources are certainly important. Of even greater concern for the trainee is how to make effective use of those resources. There are several issues peculiar to family life and sex education materials, and the instructor might pursue one of these topics in depth rather than offering a standard presentation on techniques for using audio-visual aids.

1. Explicit materials - some of the questions posed about using explicit materials in sex education are specified in SIECUS Report, V. III, #6, July 1975 and in recent articles on Sexual Attitude Restructuring or Reassessment. A careful distinction must be made at the outset between use in professional training and use with students in the classroom. The latter is the concern here.

   Clearly, the first questions to consider are the comfort level of the community and the individual teacher, the objective in using such materials and the definition of explicit. Through class discussion and work on several case examples, the trainees may be able to develop their own criteria and standards and have a clearer idea of where to draw their own line. Explicit language of students and their concerns about explicit materials present a problem different from teacher selection and use. The manual section on the language of sexuality considers explicit student language (Unit II).

   Experience with the community will be one guide for the trainee. What community attitudes have been revealed in curriculum planning or in viewing of materials used in the past? What do local guidelines say? What has been done in the past in this school district?

   The classroom teachers must know their particular instructional objective and why these materials are necessary to fulfill that objective. This is an area where the teacher must be aware of the channels of communication through which teacher and student operate. Where is the back-up for the classroom teacher? What kind of groundwork is needed with administrators? Parents? Students?

   When does explicit content become an issue? It may be part of the evaluation of every resource used in sex education. It may be a question for certain age groups. It becomes a question of special

importance in teaching about human reproduction and sexual intercourse, childbirth, contraception, and venereal disease--when the teacher must recognize community standards of what is visually and verbally permissible and consider how to teach effectively within these guidelines. The teacher may wish to influence community standards but must recognize that role as a different one (see Unit XIII, Curriculum Development).

2. Critical Reading - What is critical reading in the context of family life and sex education? The trainee must be able to read and evaluate professional writings in the field and must be able to guide students in their own critical evaluation of what they read.

Several studies (assigned and recommended readings) have indicated that popular literature, especially the magazine, provides the major source of family life information for young women. The prime source of sex information for young women and men appears to be their peers. The reliability of both kinds of information has been questioned seriously.

The classroom teacher has several alternatives--and more than one approach may be needed. Students can be motivated to examine other, more reliable sources of information. There is ample opportunity for using interesting, exciting and accurate materials in the classroom and there are ample resources--including materials for all ability levels such as Sol Gordon's Comic format materials and his Facts About Sex and the several volumes by Eric Johnson. But, once away from the classroom bookshelf and the school library, where does the student turn for information?

It is crucial to encourage in students a habit of evaluating all sources of information and selecting reliable sources. The teacher can introduce students to paperbacks available at any bookstore, can encourage use of the public library and can acquaint students with the reliable authorities in the field. Evaluating sources of information requires other skills. First, the student must be aware of the need for evaluation. All students should become aware that their critical and evaluative skills are needed on such occasions as television viewing, magazine reading, talking with peers, reading fiction and viewing or reading advertisements. Many of the same questions raised in the "Model for Evaluation of Resources," (see pp. 8-9) are relevant for students. They need many opportunities to test their own ability to perceive particular biases and to assess the reliability of "factual" reports. They need to be aware of the often subtle messages in fiction and advertising. Finally, they often need a trusted and reliable resource, someone they can rely on who will help them to separate fact and fiction and find the accurate information they need.

These evaluative skills may be adapted for any age group. Elementary students should learn to question the messages that bombard them on television and in some literature. The teacher can work with students in understanding the reality and values of their own families contrasted with the world of television and books. A strong program for the parents of young children also can help to establish them as people who can provide accurate answers to their children's questions.

3. Process-oriented resources - the manual has stressed the value of integrating content and process, and cognitive and affective learning in family life education. The classroom teacher needs resources that will reinforce these dual objectives and more of such materials are available. Again, it becomes a question of selection criteria--examining whether the materials allow for and encourage particular points of view, whether they provoke open discussion, whether they initiate a discussion of values or a decision-making process. The units on values-education and decision-making consider these issues in greater depth (Units IV and V).

To use process-oriented resources, teachers must be confident of their own ability to employ the particular methods. Appropriate resources must be readily available or teachers must be willing, able and have the time necessary to adapt or develop such resources. The training program should allow time for trainees to try out a wide range of process-oriented resources and skills. With this experience, the trainee is much more likely to use such methods in the class in the future.

D. Learning Experiences

1. Begin to develop your own file of resources in sex and family life education. For each item you should record title, source, cost, copyright information, the appropriate audience (age, reading level), and use. Leave room to add information from any future evaluation of the particular resource. By the end of the course you should have at least ten references in each of the following categories:

   student readings - non-fiction
   audio-visual aids
   other resources for use with students--
   fiction, games, exercises, etc.

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2. Examine three of the major bibliographies in the field and for each one write a one page summary evaluation describing what is included in the bibliography and how it meets or fails to meet your specific needs (or anticipated needs) in the classroom.

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3. Each trainee will report on two items from assignment #1 or one summary from assignment #2. The main objective of the class meeting is the exchange of information. Trainee reports should concentrate upon their most unusual or interesting discoveries and reports should be brief.

**4. Select one book, film or filmstrip that is available for you to review and use the "Model for Evaluation of Resources" (see pp. 8-9) to assess the resource. Complete the form and prepare to discuss a) the resource as you evaluated it, and b) the value of the form in assessing a particular resource.

**5. Select two resources that are available for you to review and use the "Model of Evaluation of Resources" (see pp. 8-9) to assess both. Complete the form and prepare to discuss, a) how well the form explains and summarizes the contrasts between the two resources, and b) what modifications you would make so that the model is more useful.

**6. Class discussion

Both assignments give trainees the opportunity to apply the model evaluation form and trainees might first discuss the model as a whole. Each of the questions on the evaluation form implies standards and criteria, and discussion might also focus upon these. Have trainees found that it is difficult to assess the age audience at which a particular resource is aimed? What criteria are required? What if there is an unfavorable bias indicated?

How does the classroom teacher add up all of these criteria? No weighting scheme is included. Trainees may consider whether all of the items should be balanced against one another and may develop their own weighting. Trainees might consider how such a model can be used either objectively or subjectively by a teacher. What might be the overriding factors in any selection process? Finally, what questions might be added or changed to measure the resource against the standard of community values and guidelines? For example, considering if it is appropriate for a particular age group, the classroom teacher might ask: Is it too explicit?

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7. Read Stenson, see assigned reading.

Discussion Questions and Exercises:

a. Do you have a point of view about homosexuality that you would look for in reviewing materials?
b. Do you agree or disagree with Stenson? Why?
c. Are there other topics or issues in sex education that could be the focus of a similar article?
d. Stenson has concerned herself with non-fiction. How can the classroom teacher handle more subtle attitudes that appear in fiction and other resources? (Related exercises are found in Unit VIII.)
e. If you accept Stenson's position that such biases do exist, how do you handle these as the classroom teacher? Brainstorm the available alternatives and then: a) consider the advantages and disadvantages of the major alternatives; b) select one alternative and plan or role play a working out of that choice.

MODEL FOR EVALUATION OF RESOURCES

Do I Want to Use this Resource?

I. Description

Resource is:
- text _____
- supplementary reading _____
- audio-visual aid _____
  - type _____
- other _____
- in-class exercise _____
- values development _____
- role playing _____
- simulation _____

Title _____
Author _____
Source (publisher or distributor) _____
Unit Cost _____
Copyright date _____
Time required _____

II. Purpose

1. My own objective in using this resource is _____
   _____
2. The major objective of this resource is _____
   _____
3. Does it fulfill other objectives? _____
4. Does it include specific objectives ? _____

III. Audience

1. Is it appropriate for the age group? _____
2. Is it appropriate for the skill level of the group? _____
3. What does it require of the students?

reading	_____	responding	_____
viewing	_____	interpreting	_____
listening	_____	analyzing	_____
summarizing	_____		

4. Does the material contain any of the following biases?

	favorable	unfavorable	what?
ethnic/racial			
sexual			
sex role			
urban/rural			
socioeconomic			

IV. Use

1. Point of view
   a. Does the material present a particular point of view? _____
   b. Does it present more than one point of view? _____
   c. Does it allow for and/or respect other points of view? _____
   d. Does it contain value judgments? _____

2. Content
   a. Is it well organized? _____
      accurate? _____
      up to date? _____
   b. Are the key concepts clearly presented? _____
   c. Are the examples relevant? _____

3. Classroom use
   a. Does it provide an instructional framework--such as decision-making? _____
   b. Does it encourage discussion? _____
   c. Does it include aids for teachers:

      discussion guides _____
      resources, bibliographies _____
      suggestions for activities _____

   d. What equipment is required? _____

4. Overall quality: excellent_____ good_____ fair_____ poor_____

5. Recommendation/comments: _____

   _____

8. Bring in some pictures and/or verbal descriptions that might be defined as explicit. For each one consider:

   a. Is it appropriate or inappropriate for use in the classroom?
   b. Would it be appropriate at particular ages and not others?
   c. Are there other ways to teach the particular concept represented?
   d. Would the other ways be equally effective?
   e. Select one item. Describe a class situation where you might use it. Then in cooperation with another trainee, act out a role play. Trainee A will assume the role of the classroom teacher who has decided to use this particular resource. Trainee B is a parent who has come to review the course content and materials and disapproves strongly of the inclusion of the particular item.

      Role cards: (Let the trainees each see the role card in private and give them a few minutes to prepare). Trainee A Mr. or Ms. Graphic, the classroom teacher: Consider your lesson objective in using this particular resource and the questions considered earlier in the discussion. Do you have any back-up for the position you are taking? Trainee B, Mrs. Noshow, the objecting parent: Consider a variety of motives for objecting to the material such as the age of the children; putting ideas in their heads; it's pornography; you find it personally repulsive. Hold the line but don't be too adamant--you may be ready to bow to higher authority or to community consensus if the teacher uses these arguments.

   Debriefing:

   a. What was the position of each person?
   b. What reasons were spoken? What other motives were implied?
   c. Did the teacher handle the situation effectively?
   d. What could have been done differently? With what anticipated effect?
   e. Can you suggest any guidelines for use of explicit materials in the classroom?

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9. As a class, work for several minutes and compose a definition of explicit, with an eighth grade class in mind. Then, break into small groups and let each group member in turn pull from a hat a concept (listed below) and describe or define it clearly for this age group, without resorting to explicit language as defined by the class. Use 2 or 3 sentences.

   Topics to be included:

intercourse	homosexuality	placenta
penis	condom	chancre
vagina	menstruation	puberty
conception	erection	sexuality
		childbirth

Questions for the class following the exercise:

What happened? Were the definitions good ones? Who was the most effective in coming up with a good definition while sticking to the rule? Why? Would you change the definition of explicit?

E. Further Suggestions

1. From Somerville (1972) select a novel teaching approach and have the trainees prepare a lesson using that approach.
2. Select a particular resource that is available and have trainees suggest how they would adapt it for use, for example:
   a. with mixed or single sex classes
   b. with fifth graders and tenth graders
   c. for students in a rural setting
3. Assign reading of Somerville (1972) Chapter 4, "How We Know About Marriage and the Family", pp. 27-37. Discuss the criteria and teacher use of them.

F. Suggested Resources

Recommended Reading

Somerville (1972), Appendix II, "Teaching Approaches, Methods and Materials," pp. 171-277.

XI. PARENTING AND PARTNERING

The discomforts and anxieties of today's parents are not nightmares dreamed up from nothing: they reflect deep changes in family life and society. Americans have not had an easy time comprehending these changes - or imagining how to deal with them - in large part because our reactions are shaped by an outmoded set of views about how families work.

(Keniston, 1977. p.7.)

XI. PARENTING AND PARTNERING

A. Goals and Objectives (see Unit II, A. Goals and Objectives).

B. Syllabus

Assignment #1

Due: At class session, Parenting

Read:

Kerckhoff, Richard, et al. "Parent Education as Provided by Secondary Schools," The Family Coordinator, April, 1977, pp. 151-157.

Croake, James W. and Glover, Kenneth E. "A History and Evaluation of Parent Education," The Family Coordinator, April, 1976, pp. 127-130.

Callahan, Sidney C. Parenting: Principles and Politics of Parenthood, New York, Doubleday, 1973.

Assignment #2

Due: At class session, Parenting and Partnering

Bring to class an example from the current press - newspapers or magazines - that comments on contemporary concerns over the family or expresses attitudes about childrearing or family life.
D. Learning Experiences, 4.

Assignment #3

Due: At class session, Parenting and Partnering

Bring to class 4-6 factual statements of the risks of adolescent childbearing. Try to include different kinds of risks.

C. Background

Any educational program about the family should focus upon four major goals:

1. To unite content that is comprehensive and meaningful, including sexuality, childrearing, alternative life styles, and what we know about development through the life cycle;
2. To include males as well as females in courses concerned with the family and, especially, parenting;
3. To encourage discussion and application of the decision-making process in relation to the home and the family;
4. To integrate these three goals into a K-12 curriculum.

To avoid the narrow and limiting aspects of many older and traditional family life courses and lay the groundwork for a program with these goals, the manual encourages a broad and eclectic approach to the study of the family and parenting. The instructor might present the family and parenting from a life cycle perspective, examine family interactions and processes, examine the varying needs of students and formulate separate criteria for elementary and secondary programs.

Textbooks and resources on the family abound. Study of the family is already integrated into social studies courses throughout the grades and the basis of a comprehensive family and parenting unit is outlined in the Minimal Performance Objectives in Health Education in Michigan which states:

By the end of the third grade, students will:

1. . . .
2. demonstrate knowledge of differences and similarities between roles of family members.
3. demonstrate knowledge of reasons why families are needed.

By the end of the sixth grade, students will:

1. . . .
2. . . .
3. demonstrate knowledge of how differences between sexes relate to family roles.
4. demonstrate an awareness that attitudes about marriage and family develop early in life.
5. demonstrate knowledge of human reproduction as it relates to the family life cycle.

What is often lacking is a multidisciplinary approach. While one class may study family life around the world, there may be no discussion of family roles or family crises. While another class studies family roles, they may fail to study the processes of growth and change.

Today, parenting is a popular topic and the focus of many new programs. What is still lacking, however, is a school program in parent education that meets the four goals stated above. In recent articles (see assigned readings) The Family Coordinator has examined parent education. Kerchoff et al. acknowledge the initial problem of defining parent education and go on to identify two components: child rearing and the physical and psychological development of children. These categories may be helpful in sorting or classifying topics in a program. They are not sufficient for identifying the essential elements in an educational program. Parent education involves acquiring basic information, understanding basic concepts, practicing skills and reflecting upon values. At each grade level there can be relevant programs that reflect these elements. For example: A third grade class might discuss parent-child decisions in terms of identifying some opportunities for decisions and choices, and seeing that there are differences between families. A seventh grader might examine who makes decisions and who assumes responsibility in parent-child interaction. Tenth graders might discuss and role-play the process of decision-making involving parent and adolescent, while twelfth graders assume the role of parent or teacher in simulated or laboratory experiences with toddlers or observe and evaluate the decision-making skills of others working with young children.

One suggestion for beginning any unit on parenting is to begin with the concepts of the wanted and the unwanted child and the notion that becoming a parent should be a deliberate decision. The concepts are closely related to contraceptive decision-making but here trainees and students are looking at the birth, the child and parenting rather than the averted birth. The National Organization for Non-parents (N.O.N.) points out the subtlely and pervasiveness of pronatal messages and advocates that becoming a parent be a conscious and well thought-out decision. However, this notion is hard to find in the current literature -- either for teachers or for students. So, while there is a proliferation of materials about alternative life styles and an increase in information about parenting, there is also a need to supply a missing link.

The Psychology of Birth Planning (E. Pohlman, 1969) provides excellent background on the unwanted/wanted concepts. The reading has value beyond population planning for Pohlman introduces a range of subtle and complex variables all of which are important in understanding developing parent-child relationships. Classroom teachers might select and adapt Pohlman's concepts for classroom discussion. Other materials around which a unit might be built are:

1. Long-range fertility trends and studies of family size, especially the writings of Charles Westoff and Lee Rainwater.

2. Economic factors such as the cost of child rearing. Thomas Espenshade's studies♦ indicate that (in 1977) it costs an urban middle income family $53,605 to raise a child to age 18, and adding childbirth and four years at a public university brings the cost to $64,215. For low-income families the costs are $35,261 to age 18 and $44,156 including a four-year public college.

   Columnist Sylvia Porter* has listed several "Financial Facts About Family Planning,"

   - The yearly cost of raising one child is approximately 15 to 17 percent of family income.
   - The cost of supporting an 18-year-old is 30 to 45 percent higher than for a one-year-old.
   - The costs of providing food and clothes for a growing child tend to rise at a much faster clip than other aspects of the child's support.
   - According to one national study, among families in the under-$15,000-a-year bracket, those who experienced pre-marital pregnancy averaged approximately $800 a year less in income than those whose children were conceived after marriage.

* Sylvia Porter, Sylvia Porter's Money Book, New York: Doubleday, 1975.
♦ "The Value and Cost of Children," Population Bulletin, v. 32, #1, April 1977.

Perhaps what is needed most is balance in discussion parenting. There is great danger of falling into the trap of teaching parenting expecting to cure social ills. Keniston has pointed out the problem and the fallacy in blaming parents:

> *Blaming parents and giving them advice both spring from the assumption that the problems of individuals can be solved by changing the individuals who have the problems. This implies a second assumption as well: the families are free-standing, independent and autonomous units, relatively free from social pressures* (Keniston, 1977, p. 9).

What parenting education can accomplish is to give parents or future parents some of the skills and information that are prerequisites of any decision-making process. Such training might also build self-confidence and foster understanding and more effective communication between parent and child - though achieving these goals would require a long term effort.

A balanced view, of the rewards and responsibilities of parenthood, of the potential and the limitations on parent-child interaction, of parental obligations and children's rights, must begin early. Because of the tasks of adolescence, it may be especially difficult for the adolescent to understand the parental role. This problem is compounded if there has been no effective parental role modeling in the home. What the younger child needs is the opportunity to examine the process of parenting - something which can occur at home and which can be built into the school program if it is recognized as an important part of social development.

Parenting is not a single skill. The Carnegie Council on Children (Keniston, 1977) has recently pointed out the diverse pressures on the American family. It is important for trainees to consider parenting in the context of the family and the family in the context of contemporary social and economic change. Again, this kind of perspective can help to make the course relevant to students. They will not be learning limited skills for static, narrow roles; rather, they should be examining changing roles and processes and decisions that are meaningful to them.

The teenage parent presents a special challenge to the family life educator - whether in an alternative education program or within the regular school. Teachers might set several goals which will have a lasting impact on teenage parents: encouraging and supporting opportunities for them to develop as adolescents and individuals; helping them to understand and cope with their new role; helping them to stay in and complete high school. All three goals indicate a common need - a strong base of support. The teacher can provide this as an adult who is not entangled in any family conflicts that may be causing a problem. The school can provide support in the form of group experiences for teenage parents who can support one another and by making a place for the teenage parent within the school setting. This would mean such actions as providing day-care facilities, increasing flexibility in eligibility and requirements for extracurricular activities, providing a counselor who knows the resources and has the skills to work with adolescent mothers and fathers, referring teens to the health and social services they need to establish and support a stable family.

Within the school program, teenage parents have some unique but also many of the same needs as other students. They need a program that deals with interpersonal relationships and decision-making. They need to discuss growth and development and reproductive processes. They need the reassurances about their own sexuality and sexual behavior that all adolescents need. They have a compelling need for good contraceptive information and exploration of values and decision-making in this context.

The trainees then need to examine their own attitudes toward adolescents who are pregnant and who are parents and consider whether they are making judgments that will affect their teaching. In working with students, the major task will be motivating them, being responsive to their needs and helping them to acquire the skills and information they need. To accomplish these goals, teachers must communicate acceptance of students as individuals. This is especially important when students may expect rejection or disapproval from adults - either for their status as parents or their sexual activity. Teacher attitudes and student motivation and expectations, then, present the greatest challenge in preparation for teaching adolescents who are or soon will be parents.

Marriage preparation courses have often been the victims of a narrow approach to family life and sex education, too often taught only to young women in the senior year of high school. The trend seems to be away from such courses with, as one example, an emphasis on parenting. There also is a new emphasis on developing interpersonal relations and on the quality of relationships. Within the decision-making framework, it is possible to consider a wide variety of relationships and alternative lifestyles. Such an approach should result in a course that is dynamic and relevant to both boys and girls starting in the elementary grades.

> The current interest in building secondary programs around marriage contract offers a new twist to the traditional course but should not inhibit the adolescent in his own exploration of values and search for identity. When the whole focus of a course is upon marriage, there is the danger that there will be no freedom to examine alternatives and only limited decision-making. For those who are interested in using the marriage contract approach, see, Cliff Allen's Practical Family Life Course, Channing L. Bete Co., Inc., Greenfield, MA.

It is often too easy for the classroom teacher to structure a preparation for marriage course around a series of practical, real-life decisions that are irrelevant or superficial. Any decision-making exercise to have an impact and to result, possibly, in the transfer of skills, should be based upon an issue that does present a meaningful problem to the students (See Units V, VI). In addition there are a wealth of issues in family life education that can be confronted by student and teacher - ranging from

dating behavior, and premarital sex to alternative lifestyles and teenage parenthood. Within a warm, trusting environment and one that respects confidentiality, the classroom teacher can deal with the students own concerns. Trainees themselves might first consider their own attitudes and responses to some of these same dilemmas.

Basic to any discussion or problem solving exercise in this unit is an understanding of the interpersonal relationships - of how they develop and change and upon patterns of interaction. Students of any age will be able to observe and relate experiences in this domain. Young children may talk about parents, friends or siblings - most often they will talk about how they feel about these people or what they do when they are with them. It is important to introduce the concept of healthy relationships - relationships that are enriching, that permit and encourage growth and are not based upon abuse or exploitation.

The trainee should, then, also be prepared to handle discussions of relationships that are not healthy. Questions may come up in class but are more likely to occur informally in an individual student - teacher discussion (See Unit VII also). What is the teacher's role in dealing with the problems of a family? Of importance are the teacher - student relationship, the comfort and attitudes of the teacher and the availability of additional resources. Again, the teacher has a responsibility not only to know the resources in the community but also to know how they handle family problems and the rights of children, and to be able to evaluate how they will handle the special problem of a particular child. The model for counseling as discussed in Unit VII will have some relevance; it can, at the least, help the teacher to guide the student into a problem - solving mode.

A family life education curriculum involves dealing with all dimensions of parenting and family relationships. It also must include partnership choices - examining traditional marriages, new forms of marriage and alternative lifestyles. The O'Neill's guidelines for open marriage provide a solid framework for discussion of alternative lifestyles. The framework can be used for any discussion of partnerships - it does not assume group or multiple sexual relationships. The eight guidelines are: (O'Neill and O'Neill, 1972)

1. Living for now and realistic expectations
2. Privacy
3. Open and honest communication
4. Flexibility in roles
5. Open companionship
6. Equality
7. Identity
8. Trust

Trainees might consider these as criteria in a relationship and then use them to develop the outline of a lesson plan. Problem solving exercises could be built around each of the eight points - trainees and students might share or develop their own case studies. Within this context, a high school class might then discuss marriage, premarital sex, communes, homosexual marriages or whatever is of concern to the students.

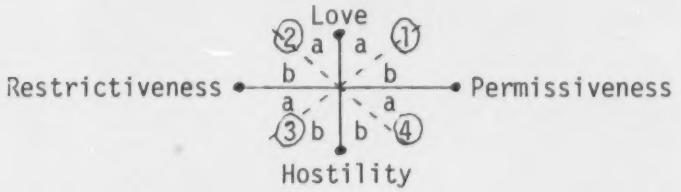
As social as well as individual decision-makers, students will, in the future, be faced with more family and sexual issues. Voters in Miami, Florida considered an ordinance on gay rights in June, 1977; a judge has heard a custody suit involving a mother who entered a lesbian relationship after a divorce; a school board has ruled on the rights of a teacher who underwent a sex change. Issues on sex, sexuality and family life have and will continue to present questions of public policy.

Evaluation of facts and demographic data will be important too. Current statistics on family status are important as indicators of social and demographic trends. There is a decline in the percent of the population currently married; there has been a decline in fertility but also appears to be an indication of a recent increase in fertility in the U.S. Are these long-term trends? What implications do they have? What are the underlying causes? These broader questions and the policy-related issues are also part of family life education.

These are some issues in family life and sex education going beyond courtship and dating. Again, four goals stand out. The discussion and exercises attempt to give the classroom teacher a new perspective and some new ideas for trying to achieve those goals.

D. Learning Experiences

1. Have the group brainstorm a list of child rearing decision questions that occur in the early years - they may be practical, everyday decisions or more significant long-term decisions. Then draw or indicate 4 poles, the end points of two scales, around the room:



(Brophy, 1977)

Ask the trainees to position themselves in relation to the 4 poles according to how they do or would see themselves as parents. Then ask them to group themselves into pairs, each selecting the nearest person as a partner. Number, and, if necessary, letter each quadrant as indicated above and ask each pair to note where it is standing.

Then have each pair select one or two of the childrearing decisions from the list, discuss the issue and arrive at a decision or rule they might use in that situation. Have each pair report back on its decision - taking all the pairs from quadrant one first, and then moving on to two, etc. consider the kinds of rules and decisions made and whether they are consistent with the trainees' initial perceptions of their own outlook. Was it difficult for trainees to be as loving, restrictive, etc. as they see themselves?

Time: 30 - 35 minutes.

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2. Select 2 decision questions that occur in the early childhood years - for example, whether to let an infant go to sleep with a bottle in his crib once he can hold a bottle; whether to buy a specially made infant car seat for a newborn. Divide the class into 2 (or more) groups and let each outline all the elements of the decision-making process in relation to the question raised. After the trainees have done that, ask them to select four key points in the decision-making process and ask how they might build that into a meaningful lesson for students. Example: Decision Question: Should my eight-month old son be permitted to take his bottle to bed with him?

Decision-Making Process	Bottle to Bed?	Lesson
1. . . .		
2. Assembling and organizing facts, separating value statements from facts . . .	a. Infants need to suck b. My baby shouldn't be crying when he's put to bed.	a.1. Background reading or 2. Real survey of bottle fed babies b.1. Background reading 2. Assess mother's values, her sources of information.

Time: 45 minutes.

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3. Ask trainees to brainstorm forces that contribute to good or effective parenting and those that constrain effective parenting. After identifying a good number classify them either in terms of who can do something about them or what they involve - education, economic opportunity etc. Then as a group consider what educators can do about any of the forces that constrain effective parenting.

   Time: 20 - 30 minutes.

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4. Consider sources of information. Have trainees bring to class samples from the current press indicating concerns over the family or parenting in American society today (Assignment #2). Divide them into two or more categories - advice giving or commentary, for example. Have small groups each take one category and critically evaluate the articles in that category.

   Time: 25 - 35 minutes.

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5. Is prenatal and childbirth education part of family life and sex education? Ask trainees to define what they do mean by education for parenting.

   Divide the group along male/female lines and ask each group to outline the content of a high school parenting course. When they have finished have them share and compare their responses. Have both groups planned a course for fathers as well as mothers?

   Time: 20 - 30 minutes.

**6. Have trainees fill in the questionnaire, indicating their own feelings or reactions. After they have done this individually provide the opportunity for discussion. Ask trainees to share myths and realities of working with the adolescent parent.

   Time: 30 - 40 minutes.

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7. Trainees might share choices and decisions they have made. They might also develop a lesson asking students to explore the decisions their parents have made or what the parents see as the parent role.

Mark a place along the scale that best indicates your honest response to the statement.

	Disagree	Not Sure	Agree
1. Pregnant teenagers should not be in regular classroom.			
2. There should be an alternative education program available for pregnant teenagers.			
3. Homebound instruction is best for the pregnant teen.			
4. The school should provide day care for the children of its adolescent students.			
5. There is really no need for special school programs for the teenage father.			
6. Once a girl has had her baby she should be expected to keep up with her class and meet all the requirements on schedule if she expects to graduate.			
7. A teenage mother should be home taking care of her baby after school, not participating in school activities.			
8. The burden of child care and school work is a natural punishment for the girl who got pregnant.			
9. Parenting classes should admit teenage parents and couples even if they are unwed.			

8. Assignment #3. Have trainees share the risks of adolescent childbearing that they have found. Have they included social, economic and mental health as well as physical health risks. Discuss:

   How can you bring these facts of the risks associated with early childbearing into a lesson for adolescents without assuming a preaching or moralistic tone?

   Time: 30 - 40 minutes.

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9. Ask trainees to draw a time line for themselves, marking off 3 year intervals. Have them put at each point the two most important people in their lives at the time, stipulating that not more than one can be a relative. Then ask them to characterize the nature of the relationship or describe one need that it filled which could be, for example, security, sexual, communication. Ask trainees to share different needs or the quality of the relationships they have had breaking down the time line into periods such as early childhood, middle childhood...

   Time: 25 minutes.

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10. Have trainees seated in a circle. Select one of the topics below then call on one trainee to take the role of a student posing a question on the topic to another trainee posing as teacher. Let that trainee respond, allow some limited feedback on the response and repeat with two different trainees.

    Topics: A divorce in the family
    Mother is going to have a baby
    Teenage dating
    Premarital sex
    Communes
    Group Sex

    Time: 15 - 25 minutes.

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11. See Morrison and Price (1974): "Dimensions in Relationships;" "Non-Marital Sex" and "Marriage and Parenthood."

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12. A concern much expressed today is the demise of the American family. Trainees might examine the issue and reflect what implications their own stance has for their own teaching. First, as a group, discuss and arrive at a consensus definition of family--the contemporary American variety. Break into two groups: have one consider the destructive forces--those aspects of society that are breaking down the family as an institution and the other the reinforcing factors--those that support and build up the family. In the large group, again, discuss:

    a. What forces are working in each direction?
    b. What are exerting the most pull?
    c. Which are, in effect, on a seesaw--balancing one another?

    Ask trainees to consider where they themselves stand. Then, ask them to separate into the group that best reflects their point-of-view:

    a. The family is as strong today as it has been in the industrial era and we need not worry about it.
    b. The family is in deep trouble.
    c. We ought to change our concept of the family to adapt to changing roles and our contemporary society.
    d. Other: _____

    Have each small group consider how its point-of-view might be reflected explicitly and subtly in its own classroom teaching with positive and negative results.

    Time: 30 - 40 minutes.

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13. Have trainees brainstorm all the negative or anxiety provoking aspects of family life that they fear might come up in a class discussion or in an individual discussion with a student. Select 2 or 3 of these crises and have the group consider what might be done about them.

    Time: 20 - 30 minutes.

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14. Alternative life styles have distinct advantages and disadvantages--as do traditional life styles. As in any process of valuing, it is important to consider a variety of alternatives and the pros and cons of each. The purpose of such an exercise is not to change values but to strengthen and examine the foundations of one's chosen values.

Write on separate pieces of paper a variety of life styles, such as:

- 20 year old man and woman living together
- communal marriage
- homosexual family
- lesbian couple with a child from a previous marriage
- living with in-laws
- unmarried mother living alone
- traditional marriage
- married couple who have decided not to have children

Divide the trainees into small groups. Have each person speak for 2 minutes on the advantages of the life style then pass the slip to someone else to speak for 2 minutes on the disadvantages. When all have had a turn, consider:

a. What made the exercise easy or difficult? Was it easier to find the advantages or the disadvantages or did it vary from situation to situation?
b. How objective were the statements?
c. Did anyone get a new perspective or insight from the exercise?
d. How could you build on this as a preliminary exercise in a family unit?

Time: 25 - 35 minutes.

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15. While the manual offers an approach to sex and family life education in the schools, a special concern is the parent's role in educating and communicating with the child--both because the schools are trying to fill an existing gap and because the schools can and should encourage and enhance the parental role. The following exercise could be adapted for role playing in the classroom.

Below are a list of situations. Assign each situation to a group of three-two participants will assume the roles and the third will act as observer. The observer will first assign the roles and then read the situation. After brief reflection, the participants will role play for about five minutes, followed by feedback from the observer. The feedback should focus on any difficulties encountered or effective handling of the situation. Repeat with a second situation and a different trainee assuming the observer role. A few particularly effective or difficult situations might be role played before the whole group followed by discussion of the role play and assumptions about the family's role in sex education.

a. A father discovers his seven-year old daughter and a young boyfriend examining each other's genitals. Two trainees take the roles of father and daughter.
b. A 13-year old girl, whose mother has had open discussions with her about menstruation, reproduction, and sexuality asks her mother "What do you do so you don't get pregnant when you have sex?"

c. A father is explaining to his five-year old that he and the mother are separating and the child will be living with him most of the time.
d. Grandpa and Grandma have been divorced for quite some time, now Grandpa is re-marrying. The discussion of the event occurs between Grandma's daughter and her eleven-year old.
e. The mother and father of a sixteen-year old boy who has a steady girlfriend are discussing what rules they might establish while they are away for a week and he is at home alone.
f. Grandma is visiting and unhappily notices that her toddler grandchild handles his genitals and the mother does not say anything about it and does not even try to distract him. The discussion occurs later between the grandmother and the mother.
g. A young father and mother are unhappy about what they perceive as their seven-year old's sexist views and behavior. The two parents are discussing the situation.

Time: 25 - 35 minutes.

E. Further Suggestions

1. See George Purvin, "Resources for Training Tomorrow's Parents," Scholastic Teacher, February, 1974, pp. 30-32. A good, brief annotated bibliography of materials to use with high school students.

2. New Readers Press provides an excellent series on basic health and family living, written at an intermediate reading level, grades 4-6, which could be used with secondary students reading at that level. Titles include: Be Informed on Marriage; The Baby and the Family; Unwed Mother; Planning Your Family; VD: It Could Happen to You; Getting an Abortion.

3. "Am I Parent Material?" a one-page questionnaire available from The National Organization for Non-Parents raises many questions prospective parents might ask. For students to answer the questionnaire and arrive at a score of any sort seems to be a fruitless exercise. The questionnaire is most validly used to provoke a discussion. Students might also serve as a needs assessment form in a parenting course.

4. Exploring Childhood an education for parenthood program sponsored by the Office of Child Development, Department of Health, Education and Welfare, offers a complete curriculum, teacher guides and audio-visual materials. Trainees should become familiar with the program, observing in a school that is implementing it, if possible. See Exploring Childhood: Program Overview and Catalogue of Materials, Newton, MA: EDC School and Society Programs, 1976.

5. Future Planning Games: Determining Family and Sexual Roles. David L. Bender and Gary E. McCuen Greenhaven Press, Inc., 1973 -- a group of activities for high schoolers; it examines alternatives.

6. Sol Gordon and Mina Wollin, Parenting: A Guide for Young People, New York: Oxford Book Company, 1975. A textbook for high school students with an accompanying teacher's guide.

7. One of the few secondary textbooks to present marriage and the family in a decision-making gramework is: Beatrice Paolucci, Theodora Faiola and Patricia Thompson, Personal Perspectives: A Guide to Decision-Making, New York: McGraw-Hill Book Co., 1973.

8. Have students select a variety of how-to-parent books or columns from magazines and critically evaluate them.

9. Have students make a time line of infant development - with the emphasis on sequence and development rather than specific timing of events. They might delve into their own past or observe a young child or interview a new mother to check out what they read.

10. You by Sol Gordon with Roger Conant, is a psychological survival guide for young people. It includes the comics, advice to young people, raises a lot of questions related to adolescent mental health and at least points its audience in the right direction. It is a useful introduction to a problem-solving program.

F. Suggested Resources

1. Recommended reading.

The Family Coordinator, October, 1976: "Fatherhood."

Group for the Advancement of Psychiatry, Committee on Public Education, The Joys and Sorrows of Parenthood. New York: Charles Scribner's Sons, 1973.

Gordon. The Sexual Adolescent, 1973.

Howard, Marion, Only Human: Teenage Pregnancy and Parenthood, New York: Seabury Press, 1975.

Kantor, David and Lehr, David, Inside the Family: Toward a Theory of Family Process. San Francisco: Jossey-Bass Publishers, 1975.

Keniston, Kenneth and The Carnegie Council on Children. All Our Children. New York: Harcourt Brace Jovanovich, 1977.

Libby, Roger and Whitehurst, Robert N., editors. Marriage and its Alternatives: Exploring Intimate Relationships: Scott Foresman, 1977

Lynn, David, The Father: His Role in Child Devleopment. Monterey, CA: Brooks Cole Publishing Co., 1974.

Schiller (1973).

Somerville (1972), chapters 2-3, 10-12.

Sussman, Marvin B., editor. Sourcebook in Marriage and the Family. Boston: Houghton Mifflin Co., 1974; especially: Constantine, Larry L. and Constantine, Joan M., "Group and Multilateral Marriage, Definitional Notes, Glossary and Annotated Bibliography;" Eckland, Bruce K. "Theories of Mate Selection." Goode, William J. "The Theoretical Importance of Love;" Ramey, James E., "Emerging Patterns of Innovative Behavior in Marriage." Sussman, Marvin B., "Theoretical Approaches and Methodological Issues."

2. Audio-visual aids

Families in Crisis. Coronet Film, 8 sound filmstrips; junior and senior high; includes case studies of divorce, a handicapped child, coping with death.

"Brothers and Sisters", "I Want To", "Love, Susan", "Home Sweet Home", "Strong Feelings", Inside/Out. AIT. Series of Fifteen minute films for 8-10 year olds.

"What Happens Between People", Guidance Associates. Two sound filmstrips, 13 minutes, elementary and intermediate level.

Sunburst Communications, sound filmstrips, secondary school:

Values for Dating
Mate Selection
What About Marriage?
Preparation for Parenthood
Developing Self-Respect
Your Emotions: The Coping Process
Life Goals: Setting Personal Priorities

Mothers and Fathers, and Will You Marry Me?, Parents Magazine Films, Inc., sound filmstrips, secondary school.

Polymorph Films, 16 mm. films, senior high

Not For Me Alone
Talking About Breastfeeding
Childbirth
Adapting to Parenthood
Stepparenting
New Families, Old Ties
Mothers After Divorce
Memories of a Family
How to Make a Woman; or Together Sweetly (short version)
Not Together Now: End of a Marriage

XII. VENEREAL DISEASE

Written with the assistance of
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MDPH

XII. VENEREAL DISEASE

A. Goals and Objectives (see Unit II, A)

B. Syllabus

Assignment

Due: At class session, Venereal Disease

Read:

VD Handbook, 3rd Edition, April 1977. Montreal Health Press, P.O. Box 1000 Station G, Montréal, Québec, Canada H2W2N1, pp. 14-45.

Stiller, Richard. The Love Bugs: A Natural History of the VDs. Nashville, TN: Thomas Nelson, Inc., 1974, pp. 75-91, 131-139.

C. Content

Trainees need information about venereal disease in three important areas:

1. Epidemic nature of the problem

   a. Current local, state and national trends in VD
   b. Long-term outlook on the diseases
   c. Demographic information about the VD patient
   d. Limitations of the VD reporting system
   e. Projections for future impact of these diseases

2. Basic information about the principle sexually transmitted diseases--syphilis, gonorrhea and herpes simplex II

   a. Disease patterns
   b. Spread
   c. Diagnosis & Treatment
   d. Prevention
   e. Late effects of the untreated diseases

3. Social factors

   a. Taboo and stigma
   b. Treatment-seeking patterns
   c. Prevention
   d. "Other people's diseases "

Information on VD needs to be incorporated at several points in the school curriculum. Primarily, it belongs as a unit within a comprehensive health education curriculum. It should also be part of many other programs, including family life and sex education. The assumption is that teachers and students have not discussed sexually transmitted disease in any context. For example, Shakespeare makes many slang references to syphilis, but very few students who have studied the text are aware of the meaning. Trainees might discuss:

1. Why this type of information is often not included?
2. Whether it should be included?
3. What the impact of this information would be in the classroom?

The instructor might also present other references to venereal diseases or historical events related to them. The impact of venereal disease on historical, religious and social systems also provides background indicating how understanding of venereal disease is important for teachers in many subject areas.

Outlining a venereal disease curriculum for students, the instructor should emphasize:

1. Epidemic nature of the problem
2. Signs and symptoms of the diseases
3. Diagnosis and treatment
4. Epidemiology
5. Prevention

D. Learning Experiences

A series of small group interactions will help to make trainees more comfortable with the topic. These group experiences may encompass personal feelings, implementation strategies and potential resistance to VD education.

1. Have trainees discuss their reactions to these statements:

   VD is no more serious than a cold.
   Promiscuity is a major cause of the VD epidemic.
   If you get VD you probably deserve it.

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2. Have trainees discuss which alternative they feel would be more effective in reducing the spread of VD:

   Publish names of infected people in the paper
   Pay a $5.00 reward to patients who report for treatment
   Distribute free condoms
   Teach that premarital sex is wrong

---

3. Answering questions about VD also involves an ability to handle questions about sexuality honestly and openly. Discuss responses:

   a. Your daughter asks you what is meant by a "blow job?"
   b. Your class (not VD or sex education) asks you what is wrong with premarital sex if the individuals practice birth control?
   c. You see your nephew on TV demonstrating with a gay liberation group?
   d. You think you might have gonorrhea?
   e. The boys in your class are passing around a rubber?
   f. A girl in your class confides in you that she has the symptoms of gonorrhea but refuses to seek medical help?

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4. Discuss the major obstacles to implementing a VD education program.

   a. What is the fundamental resistance point(s)?
   b. Which are specific to your situation?
   c. Which are universal?

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5. Have trainees outline three approaches to dealing with community resistance to a VD education program. Be specific about strategies directed at particular roadblocks.

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6. Conclude the training session with a general group discussion in order to:

   a. Deal with unanswered questions.
   b. Pose possible solutions.
   c. Reach consensus.

E. Further Suggestions

F. Suggested Resources

1. Recommended Readings

Howe, Leland W., and Howe, Mary Martha. Personalizing Education. New York City: Hart Publishing Company, Inc., 1975.

Morrison and Price (1974).

Rosebury, Theodor. Microbes and Morals. Ballantine Books, 1973.

Stiller, Richard. The Love Bugs: A Natural History of the VDs. Nashville, TN: Thomas Nelson, Inc., 1974.

U.S. Public Health Service, DHEW. Syphilis, a Synopsis. Washington: USGPO, 1967.

2. The following materials are available from:

Venereal Disease Division
Michigan Department of Public Health
3500 North Logan
Lansing, Michigan 48909
(517) 373-1357

The Venereal Disease Division offers a variety of educational materials and services. These include inservice training programs for teachers, health department staffs, and community groups. Convention displays, specific research information, and consultation on developing programs are also provided by the VD Division. Specific materials that are available include:

Teacher Resource Kit	Variety of Educational Materials for the Classroom
VD Fact Sheet	Current Statistics and Trends
Professional Information	Research on Specific Topics
Treatment Schedules	
VD Interchange	Monthly Newsletter
Posters	"Did Mother Ever Tell You About VD?"
Movies (Available through the Michigan Department of Public Health Film Library, 3500 North Logan, Lansing, Michigan 48909 Ph: (517) 373-1346	"Every 30 Seconds" 16mm, 17 min., 1971 "Look What's Going Around" 16mm, 16 min., 1973 "A Half-Million Teenagers Plus" 16mm, 16 min., 1974

Other Sources of V.D. Materials

National:	*American Social Health Association 260 Sheridan Avenue Palo Alto, California 94306	"Some Questions and Answers About VD" "Some Questions and Answers About Herpes"
	Metropolitan Life Insurance Company One Madison Avenue New York, New York 10010	"Facts You Should Know About VD"
	Ortho Pharmaceutical Corp. Raritan, New Jersey 08869	"VD: A Fact Of Life"

Pfizer, Incorporated Laboratories Division 235 East 42nd Street New York, New York 10017	Variety of Posters, Pamphlets, and Educational Materials available.
*Youngs Drug Products Corp. P.O. Box 5 Piscataway, New York 08854	"Plain Talk About Venereal Disease: "Plain Talk About Crabs and Lice"
Center for Disease Control Technical Information Svcs. Bureau of State Svcs. 1600 Clifton Road Atlanta, Georgia 30333	Variety of materials
Operation Venus 1-800-523-1885	National toll free information and referral service
*March of Dimes P.O. Box 2000 White Plains, New York 10602	"Venereal Disease and Birth Defects"
VD Handbook P.O. Box 1000, Station G Montreal, Quebec, Canada H2W 2NI	Comprehensive Booklet (47 pages) on Sexually Transmitted Diseases (25¢ for handling)

Local: County Health Departments and local school districts usually have films, local statistics, pamphlets and resource people. For more information, contact your local health educator or resource person.

*Available in limited quantities

XIII. CURRICULUM DEVELOPMENT AND COMMUNITY PLANNING

Parents who are at ease with their own sexuality and really enjoy their sex lives are good at being able to recognize their children's sexual curiosity and to provide information in appropriate installments. These parents do not wait for their children's questions in order to answer them honestly, for they know that waiting makes it already too late. Children learn the taboo on sexuality in our society all too soon, and it freezes up their natural inquiries. Parents should be the ones who break the ice.

(Money and Tucker, 1975, p. 132)

XIII. CURRICULUM DEVELOPMENT AND COMMUNITY PLANNING

A. Goals and Objectives

Goal

The teachers-in-training will work with the school and community in the planning and development of the family life and sex education curriculum.

Objectives

1. On a written examination, the learner will state:

    a. The rationale behind a sequential (K-12) and integrated curriculum in family life education;
    b. Four different opportunities in the curriculum development process when teachers, parents, and students can work together cooperatively;
    c. Three resources and three methods to use to develop a positive and constructive attitude toward the family life education curriculum;
    d. The role of other school personnel in curriculum development.

2. Given particular problem situations, the learner will give examples of how the classroom teacher:

    a. Can work with people who oppose sex education in the schools;
    b. Can develop programs to meet the particular needs of the community.

Attainment of these objectives will be evaluated by the instructor for accuracy, thoroughness and understanding of basic concepts presented in class and in the readings.

Goal

The teachers-in-training will be able to use school personnel and resources effectively to implement and teach the curriculum.

Objectives

3. In a given school curriculum, the learner will:

    a. Identify opportunities for integration of family life and sex education concepts;
    b. Give three examples of how to work with teachers in related subject areas;
    c. Write three objectives in family life and sex education that require resources from different disciplines and briefly describe the related learning experiences.

Attainment of these objectives will be evaluated by the instructor for accuracy, thoroughness, and understanding of basic concepts presented in class and in the readings.

Goal

The teachers-in-training will be able to develop an educational program for parents that will complement the curriculum of their children.

Objectives

4. For the age group selected, the learner will be able to describe in writing how to:

   a. Assess the needs of the parent group;
   b. Explain the student materials and curriculum to them;
   c. Provide them with supplementary information;
   d. Develop the communications skills of the parent group through role plays and other methods.

   The instructor will review the written report to assure that it includes appropriate objectives and learning experiences, motivation for parent learning and encourages the development of communications skills. In the classroom situation, the teacher may conduct a self-evaluation with a pre and post-training questionnaire to parents.

B. Syllabus

Assignment #1

Due: At class session, Curriculum Planning and Development.

Read:

Conley, John A. and Robert S. Haff. "The Generation Gap in Sex Education: Is There One?" Journal of School Health, v. 44, #8, Oct., 1974, pp. 428-439.

Schofield, Michael. "The Sexual Behaviors of Young People," in Rogers, Rex S., editor, Sex Education, Rationale and Reaction. London: Cambridge University Press, 1974.

Staples, Robert. "Research on Black Sexuality: Its Implications for Family Life, Sex Education and Public Policy," The Family Coordinator, v. 21, #2, pp. 183-188.

Thornburg, Hershel D. "A Comparative Study of Sex Information Sources," Journal of School Health, v. 42, #2, Feb., 1972, pp. 88-91.

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C. Background

Family life and sex education is still seeking a niche in the school curriculum. Questions of what shall be taught and who shall do the teaching remain controversial in many communities. Public debate or controversy is one interesting aspect of the issue. In curriculum development and planning other important questions are: What is the role of the parents in planning and implementing programs in sex education? What strategies are available for developing an effective program? What guidelines are there for what should be taught when?

A first step in any curriculum or community planning should be an assessment of needs. Student, parent and teacher attitudes and knowledge may all have tremendous range and variation. Three questions might be posed in assessing needs: 1) Should the schools be teaching sex education courses? 2) What are the students' needs in this area? 3) What are the community needs? The three questions overlap but each must be considered before there can be a program.

Should the schools include sex education in the curriculum? There seems to be a consensus among parents and educators today that sex education should be taught in the schools. Some authors suggest that the question is not whether it should be taught but what should be taught and when (See Conley and Haff, assigned reading). Other writers question how it should be taught, offering prescriptions for "sex Education -- A Course in High School English" (Klingele); for teaching sex information ("... what schools need to do is treat sex as they would treat indigestion ...) rather than sex education (Karmel); for a humanistic approach -- focusing on student and teacher feelings and working from a base of trust (Reed).

Still, in many communities, teachers will encounter strong and vocal opposition to sex education in the schools. An important early step is assessing the community response and building support. Trainees should have and be able to use research information on the need for and effects of sex education programs. They should also be prepared to respond to the strong emotional arguments they will encounter. Some of the issues that might be raised are discussed in "The War on Sex Education (Zarraro, 1969).

Why are the schools assuming the task of sex education? Any school district, any school and any group of teachers before setting out to develop a sex education curriculum must ask why are we doing this? One of the best answers continues to be -- no one else is. When the school does assume the task of sex education it is doing more than simply filling a vacuum. The school and the school setting provide certain prerequisites and advantages for sex education. They provide a neutral territory and environment for discussion, the opportunity for coeducational discussion, and the opportunity to seek correct answers and more complete information where ignorance and misinformation will not be ridiculed. In this sense, the school has unique advantages in meeting the needs of the community. There may also be disadvantages when students perceive the school as authoritarian and irrelevant and trainees should be aware of these obstacles to a successful program.

Why do students require a curriculum in sex education? What needs do they have that must be reflected in this curriculum? First might be a need for reliable information. Most adolescents rely on their peers for information and yet they indicate also that they are not satisfied with the answers they are getting. Some recent studies have asked what kind of information students do, in fact, get from their peers. That levels of information may vary according to the sex and socioeconomic background of the students seems to be a fairly widespread conclusion. Elias and Gebhard (see recommended reading) found, for example, that of the girls in their study ranging in age from eight through ten less than half of the girls from blue collar families knew of coitus while almost three-quarters of the girls from white collar families did; only one-quarter of the girls from blue collar families but almost three quarters of the girls from white collar families knew of menstruation. Thornburg (The Family Coordinator, assigned reading) reports on a study evaluating the information of preadolescents -- ranking .9% as having excellent information; 13.9% - adequate; 66.3% poor; 13.2% distorted; and 5.6% with no information. Such studies point out distinct areas of incomplete and inaccurate information. The questions in one ninth grade class reveal a similar confusion and range of information: Why does sex hurt a girl but not a boy? Should you have a date over when your parents are not home? What happens when a doctor ties your tubes and they pop, will you then get pregnant?

The varied experiences of children today also point to a need for a coordinated, objective and informative setting for sex education. Thornburg (The Family Coordinator) suggests that the increase in overt sexual stimuli in our environment, in television, movies and books, and evidence of early incidence of sexual involvement indicate a need for sex information. In an interesting study entitled "Research on Black Sexuality: Its Implication for Family Life, Sex Education and Public Policy," (assigned reading), Robert Staples notes such characteristics as early premarital experience and greater tolerance of out-of-wedlock children in black families and cites differences in black lower and middle and upper class families. The research, he concludes, indicates a need for family life and sex education starting early, in kindergarten, and a need for learning about social values.

An excellent example of community involvement in initial planning is presented in Their Universe: The Story of a Unique Sex Education Program for Kids (Uslander et al.) In Skokie, Illinois, a group of parents were the ones, initially, to suggest that sex education be included in the school curriculum. A committee of parents, school staff and child psychologists met to investigate and make recommendations about a program at the elementary level. Children were not included as planning participants, but their needs and the concern for their active involvement became the foremost objectives of the planning and the program that was instituted. The program decision was to start with a clean slate in first grade and build a sex education program upon a foundation of small, informal discussion groups of boys and girls leaving their own classrooms, going to a new setting with an adult other than their teacher. All parents were advised of the program entitled "The Study of People," and, with teachers, were invited to a meeting to learn about the program. The program has since been expanded to all elementary grades and coordinated with the junior high program.

The assessment of needs, a clear statement of philosophy by the planning group and well defined objectives will all shape the content of sex education - what will be taught at each grade level and what the context of teaching will be. The community planning group should establish guidelines for the program. Teachers should be able to provide as resources existing curriculum guides that seem relevant to the particular community, a report on an assessment of needs, relevant legislation and state guidelines (now pending; to be available from Health Education Consultant, Michigan Department of Education), and should clearly define the task of the planning group.

Under Michigan law as of September, 1977 the parent has the discretionary right to have his child excused from classes discussing sex education. The law therefore opens up three important opportunities for the curriculum developer: 1) using the community planning group to establish a program that conforms to the general standards, values and needs of the community; 2) as in any subject area, making available to parents instructional materials that will be used in class; 3) permitting the parental exercise of authority and consequently permitting the teacher to plan a comprehensive program that will meet the needs of the large majority of students.

There are numerous guides to curriculum planning from a grade-by-grade perspective (see F.2. Sources of curriculum guides). Levels of cognitive development (see Unit V) present criteria to consider in planning a program. Though behaviorists, psychoanalysts and developmentalists might disagree in theory, there is some agreement on social traits and characteristics at various ages. Thus, what the Freudian describes as latency, others describe as a period of expanding interests outside onesself and increasing independence. What is important for the sex educator is that this is a period when the child is no longer so immediately concerned with personal bodily functions, is most interested is same-sex-friendships, is beginning to perceive that the style and values of one family differs from that of another, and late in this period girls will be approaching or entering puberty more rapidly than boys. These are characteristics that should be considered in planning a curriculum.

One excellent guide is Family Life Education: Curriculum Guide, California Youth Authority, 1974. Though developed for a special population, those in Youth Authority institutions, the guide is a practical guide, model and resource for all teachers of adolescents. It is available from Mel D. Foote, Coordinator, Family Life Education, 714 P Street, Sacramento, CA 95814.

While teachers are involved in curriculum development for the schools, their attention might also turn to the needs of the community in family life and sex education. Parents, for example have the right to be informed of the school program for their children; they might also have their own distinct needs. Parents may not be able to respond to their children's questions; they may have the need for more sophisticated understanding of their own sexuality. Parenting courses and "how to" literature in parenting and human sexuality are proliferating. Trainees

might consider providing a structured program in these areas as a complement to the classroom program for young people. Important discussions in such courses might include:

a) relating information to children;
b) communicating with children - from opening up interaction to recognizing the child's right and need for privacy;
c) sexual behavior in the family;
d) adult sexuality, sexual response and problems related to sexuality;
e) dealing with peer pressures and values.

Unit XI considers parenting in greater detail.

In all respects of curriculum development and community planning, the trainees should be well-prepared to accomplish their objectives. Preparation includes:

- knowing the community
- having resources available
- being able to cite relevant facts, statistics and research findings
- identifying positive and negative factors, outlining relevant strategies
- presenting ideas clearly, without ambiguity
- being open to community input, knowing where such input might be especially effective
- bringing all segments of the community, young people as well as proponents and opponents, into the planning process
- having the knowledge needed to serve as an expert advisor

D. Learning Experiences

Divide trainees into groups of 4-6 and let each group choose an option from those below. Have them spend time allotted going as far as they can in developing a program. Allow 15-20 minutes at the end for a debriefing.

Setting A

An urban school in a deteriorating neighborhood. Many of the children are from single parent homes; many are cared for by grandmothers or aunts or older siblings. The parent population includes very young parents, single parents and grandmothers who may or may not have completed high shcool.

Setting B

A suburban school in a well-to-do community. The community has a vocal element that opposes sex education in the schools. There are others in the community who would like to see a very liberal program. There is definitely a teenage pregnancy problem in the community and there are few services available for teenagers. The parent population is largely college educated; there seems to be an increasing number of divorces.

Setting C

A rural school, quite small. The community is conservative but not strongly opposed to a school sex education program. There are concerns about adolescent sexuality. The parent population is of many ages with varied educational backgrounds - some high school, some college.

One trainee in each group will serve as coordinator and the prime mover attempting to implement a sex education program in the situation described. Type situation, setting and role descriptions on 3 x 5 cards to be handed out; the role card should be seen only by the trainee in the role.

1. Under the leadership of the trainee-teacher you are a group of parents, teachers and administrators planning a parent education component to accompany a sex education program in your elementary school. All have agreed that there will be a 2-4 session parent program. Select setting A, B or C and then have each trainee draw a role, without letting the others see it.

    a) A mother who is going along with the program and feels honored to be included in planning but doesn't think anyone else will show up.
    b) An administrator who prefers that there be only one meeting with a display of audio-visual materials.
    c) A teacher and friend of the leader, quite enthusiastic and optimistic.
    d) A teacher quite afraid of the whole program - you don't want to teach it.
    e) A parent who would like to see the program be successful. You are genuinely concerned about teenage pregnancies and want something better for your children.
    f) An opponent of sex education in the schools - under any circumstances.

2. Under the leadership of the teacher-trainee you are a group of parents-teachers-administrators-students-community leaders trying to develop the outline of a birth control education program. The group is committed to contraceptive education but has not yet decided at what age it should start in the schools. The trainee leader hopes to have an outline of a school program by the end of this meeting. Select setting A, B or C and draw role cards.

a) A mother who is vigorously opposed to birth control education in the schools and has two teenage daughters.
b) An administrator who supports the teacher's program but wants it to be minimal - to avoid controversy.
c) A teacher and friend of the leader, would like to see a very extensive program; at a minimum, you believe, students should be able to examine some birth control methods.
d) A teacher who doesn't really want to get involved.
e) A parent who thinks the schools should take care of the whole job - you don't want the responsibility.
f) A community leader who would like to see a broad based community program.

3. You are a faculty curriculum planning group working on a sex education program for your school district. Your next step will be meeting with parents, students, community leaders. At this point you are trying to get your program together and also plan a strategy. Select setting A, B or C. Be yourselves.

DEBRIEFING

a. What did you accomplish?
b. What were the obstacles?
   Are there others in the real world?
c. Did you have to sacrifice important elements of the program?
d. Can you summarize either:
   1. important steps in the process you used,
   or 2. some crucial elements that must be part of such planning.

E. Further Suggestions

1. Obtain materials that have been used in anti-sex education campaigns and ask trainees to respond to the arguments presented.
2. Have trainees do a force-field analysis of factors working for and against a school sex education program in their own communities.

F. Suggested Resources

1. Recommended reading

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Elias, James and Gebhard, Paul. "Sexuality and Sexual Learning in Children," in Rex S. Rogers, editor, Sex Education: Rational and Reaction. London: Cambridge University Press, 1974.

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Pietrofesa, John J. and Pietrofesa, Diane V. "The Counselor's Role as a Consultant in Familial Sexual Development," School Counselor, V. 23, #5, May, 1976, pp. 339-344.

Reed, Donald A. "Developing Sexual Awareness: A Humanistic Approach," Journal of School Health, v. 42, #6, June, 1972, pp. 330-333.

Schulz and Williams (1969), chapters 2-4.

SIECUS, "Criteria for Use of Curriculum Guides," 2 pp.

SIECUS, "Suggested Steps for Developing Sex Education Programs in a School Setting," 2 pp.

Uslander, Arlene, Caroline Weiss et. al. Their Universe: The Story of a Unique Sex Education Program for Kids. New York: Delacorte Press, 1973.

Zazzaro, Joanne. "The War on Sex Education! An 11-page survival kit for school boards," American School Board Journal, August, 1969, pp. 7-19.

2. Sources of curriculum guides

Schulz and Williams (1969, chapters 5-12).

Schiller (1973).

Levin, Adeline L. and Lynch, Beatrice H. Human Sexuality in Family Life Education, Dubuque, Iowa: Kendall Hunt Publishing Co., 1976.

SIECUS, Sources of Curriculum Guides in Sex Education, compiled in 1971 so it needs updating. It has some good leads to pursue.

Karlin (1975), see above, F 1.

Kilander, H. Frederick. Sex Education in the Schools. Toronto: The Machlillan Co., 1970.

XIV. FIELD EXPERIENCES

A. Goals and Objectives

Goal

The teachers-in-training will have the opportunity to observe classroom teaching of sex education and try out their own teaching skill in a structured setting.

Objectives

5.1 The trainees will,

a. attend three classes in sex education at either the elementary of secondary level;
b. discuss with the classroom teacher their observations;
c. write a brief report of each observation and discussion;
d. select and describe three points of comparison or contrast among the three classes;
e. develop 2-4 criteria for good teaching that can be used in future observations.

Attainment of (e) will reflect achievement of (a-d) as well.

5.2 There will be the opportunity for a structured practice teaching experience (as student teaching or supervised teaching) during which the trainees will select three objectives from at least two different components of the teacher training program and demonstrate satisfactory achievement of those objectives. They will be evaluated by the practice teaching supervisor in terms of the clear definition of objectives and ability to carry out and evaluate those objectives. (For example, Ms. B. will complete an in-service program and return to her own school to teach. A supervisor [who may be the in-service instructor, an experienced teacher or a colleague who has also been in the in-service program] will observe Ms. B's class a minimum of three times and, with her, evaluate the achievement of the objectives Ms. B. has specified).

B. Syllabus

Assignment #1

Due: After the initial period of classroom observations; before practicum complete and report on observations as outlined in D. Learning Experiences 1. Hand in three written criteria to be used in observation.

C. Background

All trainees should have the opportunity to observe the teaching of a sex education course at the appropriate grade level and also the opportunity to teach in a structured setting where they will be observed and be able to get constructive feedback. The role plays and simulated experiences in the training program do not provide sufficient opportunity for experience, observation and feedback. A trainee discussion group, where teachers in field work have the chance to get together and discuss their individual and common problems, is also an important element. This combination of observation, in-class experience and discussion makes the field work a learning experience. Trainees can help one another and learn to change their style or approach for more effective teaching. Some school systems now have videotape which allows the trainees to view themselves; this can be supplemented by a discussion which clarifies what actually happened and suggests alternative approaches.

For in-service training, a practicum may be only a matter of scheduling. If teachers are already in a district which has approved a family life and sex education program then the supervisor of the practicum needs:

1) to obtain released time permission for teachers to make professional visits and observe other trainees;

2) coordinate the trainees' own schedules of family life and sex education classes with the observer schedules.

In setting up an in-service program, it is important that the instructor specify to the administrators that the practicum is an essential part of the training program. Instructors should obtain at the outset such a commitment to released teacher time and to actual classroom teaching of the family life and sex education program.

Where a district does not yet have a family life and sex education program and in-service training is being done in advance or with the primary goal of curriculum development, there are several other alternatives for field work.

1) The field work experience may be participation in the curriculum development process rather than classroom teaching.

2) The instructor may arrange for cooperation with a nearby district which does have a program and may make some classes available for training. This may not be feasible because it disrupts an existing program or because the mechanics of released time are more difficult across districts.

3) Trainees might build their own field work experience by providing a program for a community group - for youths or adults. The target group might even be the curriculum planning group. This arrangement has the advantage of allowing the trainees as a group to develop a self-contained program.

In a pre-service training program, the field work may be set up as is any student teaching experience, with several precautions. There must be close cooperation among supervisor, trainee and classroom teacher. As in any student teaching, the trainees must have a clear understanding of the values and the approved curriculum in the district where they are teaching. Alternative three above is also possible for a pre-service field experience.

As well as classroom teaching or curriculum planning, understanding the community and working with students and parents are important parts of a field experience. The supervisors should encourage trainee contact with students and parents. As part of observing, trainees might also undertake a project requiring them to learn about the home and community life of the group of students.

The Michigan Department of Education serves as a resource providing information on which districts have a full K-12 health education program and which have more limited programs in family life and sex education.

D. Learning Experiences

1. Trainees will attend three classes in family life and sex education at the elementary or secondary level. A brief report will include, three points of comparison or contrast among the classes (which may or may not have had the same teacher), a report of discussion with the classroom teacher(s) and a list of 3 criteria for good teaching that could be used in future observations.

2. Practice teaching. Trainees will plan and teach three classes in family life education. They will specify three objectives, plan lessons to carry out those objectives and evaluate student learning in terms of the objectives. Such practice teaching will be supervised and trainees will take part in post-class discussions with supervisors and/or peer observers.

3. Planning. Trainees will plan and implement a limited family life and sex education program for an adult education or community (youth or adult) group or a curriculum planning council. Under the supervision of the training program instructor, trainees will participate in group self-evaluation prior to and after implementing the program.

XV. REFERENCES

A. The following references include some of the assigned, many of the recommended readings and works referred to in the text of the manual. Other valuable resources, which are up-to-date, comprehensive or have an unusual perspective, have been included. There has been no attempt to present a comprehensive bibliography. For additional references see bibliographies listed in Unit XIII, Gordon (1973) and Boston Women's Health Collective (1976). These sources and the many curriculum development resources (Unit XIII) include materials for young people as well.

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World Health Organization. Education and Treatment in Human Sexuality: The Training of Health Professionals, Technical Report Series #572. Geneva: WHO, 1975.

B. Distributors of audio-visual materials and pamphlets

Agency for Instructional Television (AIT)
Box A
Bloomington, Indiana 47401

The Center for Humanities, Inc.
2 Holland Avenue
White Plains, New York 10603

Coronet Films
Coronet Building
63 E. South Water Street
Chicago, Illinois

EDC
Education Development Center, Inc.
15 Mifflin Place
Cambridge, Massachusetts 02138

Family Life Publications, Inc.
Box 427
Saluda, North Carolina 28773

Greenhaven Press, Inc.
Box 831
Anoka, Minnesota 55303

Guidance Associates
757 Third Avenue
New York, New York 10017

McGraw-Hill Films
327 W. 41st Street
New York, New York 10036

National Organization for Non-Parents
806 Reisterstown Road
Baltimore, Maryland 21208

New Day Films
P.O. Box 315
Franklin Lakes, New Jersey 07417

New Readers Press
Laubach Literacy
Box 131
Syracuse, New York 13210

Parents' Magazine Films, Inc.
Department "F," 52 Vanderbilt Avenue
New York, New York 10017

Perennial Education, Inc.
P.O. Box 236
1825 Willow Road
Northfield, Illinois 60093

Polymorph Films
331 Newbury Street
Boston, Massachusetts 02115

SIECUS
137-155 No. Franklin Street
Hempstead, New York 11550

Sunburst Communications
Room 4, 41 Washington Avenue
Pleasantville, New York 10570

APPENDIX A: MICHIGAN SCHOOL CODE

The relevant sections of the school code have been amended as follows:

Act No. 226

(HOUSE BILL NO. 4425)

(Approved by the Governor, November 30, 1977)

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

Section 1, Sections 1503, 1507, 1508 and 1531 of Act No. 451 of the Public Acts of 1976, being sections 380.1503, 380.1506, 380.1508 and 380.1531 of the Compiled Laws of 1970, are amended to read

Sec. 1503. (1) The board of a school district having a pupil membership of more than 1,000 shall engage qualified instructors and provide the necessary places and equipment for instruction and training in health and physical education. Other boards of education may make provisions for health education and physical education.

(2) This section shall not be construed to authorize compulsory physical examination or compulsory medical treatment of pupils.

(3) A school district offering a course in Health Education or Physical Education shall engage qualified instructors for that instruction.

Sec. 1506. (1) A program of instruction in Reproductive Health shall be supervised by a registered physician, a registered nurse, or other person certified by the State Board as qualified. Upon the written request of a pupil or the pupil's parent or guardian, a pupil shall be excused, without penalty or loss of academic credit, from attending classes in which the subject of Reproductive Health is under discussion.

(2) As used in subsection (1) and sections 1507 and 1508, "reproductive health" means that state of an individual's well-being which involves the reproductive system and its physiological, psychological, and endocrinological functions.

Sec. 1507. (1) A board of a school district may engage qualified instructors and provide facilities and equipment for instruction in sex education, including family planning, human sexuality, and the emotional, physical, psychological, hygienic, economic, and social aspects of family life. Instruction may also include the subjects of reproductive health and the recognition, prevention, and treatment of venereal disease.

(2) The class described in subsection (1) shall be elective and not a requirement for graduation.

(3) A pupil shall not be enrolled in a class in which the subjects of family planning or reproductive health are discussed unless the pupil's parent or guardian is notified in advance of the course and the content of the course and is given a prior opportunity to review the materials to be used in the course and is notified in advance of his right to have the pupil excused from the class. The state board shall determine the form and content of the notice required in this subsection.

(4) Upon the written request of a pupil or the pupil's parent or guardian, a pupil shall be excused, without penalty or loss of academic credit, from attending the class described in subsection (1).

(5) A school district that provides a class as permitted by subsection (1) shall offer the instruction by teachers qualified to teach health education. A school district shall not offer this instruction unless an advisory board is established by the district board to periodically review the materials and methods of instruction used, and to make recommendations to the district regarding changes in the materials or methods. The advisory board shall consist of parents having children attending the district's schools, pupils in the district's schools, educators, local clergy, and community health professionals.

(6) As used in this section and section 1508, "family planning" means the use of a range of methods of fertility regulation to help individuals or couples avoid unwanted pregnancies; bring about wanted births; regulate the intervals between pregnancies; and plan the time at which births occur in relation to the age of parents. It may include the study of fetology. It may include marital and genetic information. Clinical abortion shall not be considered a method of family planning, nor shall abortion be taught as a method of reproductive health.

(7) A person shall not dispense, or otherwise distribute in a public school a family planning drug or device.

Sec. 1508. The state board shall:

(a) Aid in the establishment of educational programs designed to provide pupils in elementary and secondary schools, institutions of higher education, and adult education programs wholesome and comprehensive education and instruction in sex education.

(b) Establish a library of motion pictures, tapes, literature, and other education materials concerning sex education available to school districts authorized to receive the materials under rules of the state board.

(c) Aid in the establishment of educational programs within colleges and universities of the state and inservice programs for instruction of teachers and related personnel to enable them to conduct effective clases in sex education.

(d) Recommend and provide leadership for sex education instruction established by school districts including guidelines for family planning information.

(e) Establish guidelines and may review and recommend materials to be used in teaching family planning, reproductive health, and the recognition, prevention, and treatment of venereal disease. The guidelines estab-

lished pursuant to this subdivision shall be formulated in cooperation with the departments of public health and mental health, and the state department of social services. The guidelines shall be established within 180 days after the effective date of this subdivision. A school district that provides instruction as permitted by section 1507 may adopt the guidelines established by the state board or shall establish its own guidelines in cooperation with its intermediate school district and its county or district department of public health. Family planning shall not be taught in a school district until the guidelines as required by this subdivision have been established by the state board or the local school district. However, the teaching of sex education, sex hygiene, or reproductive health as permitted under sections 1506 and 1507 before the enactment of this subdivision shall be permitted to continue pending the development of the guidelines required by this subdivision.

Sec. 1531. (1) The state board shall determine the requirements for and issue all licenses and certificates for teachers, and the requirements for endorsement of teachers as qualified counselors in the public schools of the state.

(2) The state board shall certify as qualified the supervisors required in section 1506. The state board shall certify teachers as qualified to teach the class described in section 1507 (1), based upon the recommendation of a teacher training institution, upon an evaluation of the teacher's education qualifications and experience, and upon any additional requirements the state board considers necessary.

This act is ordered to take immediate effect.

APPENDIX B

INTERFAITH STATEMENT ON SEX EDUCATION

by the

National Council of Churches
Commission on Marriage and Family

Synagogue Council of America
Committee on Family

United States Catholic Conference
Family Life Bureau

Approved for release June 8, 1968

Human sexuality is a gift of God, to be accepted with thanksgiving and used with reverence and joy. It is more than a mechanical instinct. Its many dimensions are intertwined with the total personality and character of the individual. Sex is a dynamic urge or power, arising from one's basic maleness or femaleness, and having complex physical, psychological and social dimensions. These dimensions, we affirm, must be shaped and guided by spiritual and moral considerations which derive from our Judeo-Christian heritage. The heritage teaches us that the source of values to guide human behavior is in God.

The sexual attitudes of children develop as part of their general social attitudes. Furthermore, respectful and considerate sexual attitudes help create healthy social attitudes. When the family and society view sex as loving and fulfilling, rather than prurient and exploitative, then both the social and sexual attitudes of children benefit. A healthful approach to sexual relations, willingness and ability to impart sexual information in a manner proportionate to the child's stage of development--these are among the elements which foster healthy sexual attitudes and behavior in the young. So, also, is resistance to social pressures which in some instances lead to premature sophistication or unhealthy attitudes in young people.

Responsibility for sex education belongs primarily to the child's parents or guardians. A home permeated by justice and love is the seedbed of sound sexual development among all family members. Both the attitudes and the activities of the parents--toward each other and toward each child as an individual--affect this development. Healthy attitudes toward sex begin in the child's earliest years; they can best develop in an atmosphere that fosters in him a deep sense of his own self-worth, bolstered by love and understanding.

Sex education is not, however, only for the young; it is a life-long task whose aim is to help individuals develop their sexuality in a manner suited to their stage of life.

We recognize that some parents desire supplementary assistance from church or synagogue and from other agencies. Each community of faith should provide resources, leadership and opportunities as appropriate for its young people to learn about their development into manhood and womanhood, and for adults to grow in understanding of their roles as men and women in family and society in the light of their religious heritage.

In addition to parents and the religious community, the school and other community agencies can have a vital role in sex education in two particular ways:

1. They can integrate sound sexual information and attitudes with the total education which the child receives in social studies, civics, literature, history, home economics and the biological and behavioral sciences.

2. They can reach the large numbers of young people whose families have no religious identification but who need to understand their own sexuality and their role in society.

For those who would introduce sex education into the schools, however, the question of values and norms for sexual behavior is a problem--indeed, the most difficult problem. It is important that sex education not be reduced to the mere communication of information. Rather, the significant area of experience should be placed in a setting where rich human, personal and spiritual values can illuminate it and give it meaning. In such a setting, we are convinced it is not only possible but necessary to recognize certain basic moral principles, not as sectarian religious doctrine but as the moral heritage of Western civilization.

The challenge of resolving this problem of values in a pluralistic society makes it all the more imperative that communities planning to introduce sex education into the schools not only call upon educators to become involved in decisions about goals and techniques, but also invite parents and professionals in the community to take part in shaping such a curriculum.

To those groups responsible for developing school and community programs in sex education we suggest the following guidelines:

a) Such education should strive to create understanding and conviction that decisions about sexual behavior must be based on moral and ethical values, as well as on considerations of physical and emotional health, fear, pleasure, practical consequences, or concepts of personality development.

b) Such education must respect the cultural, familial and religious backgrounds and beliefs of individuals and must teach that the sexual development and behavior of each individual cannot take place in a vacuum but are instead related to the other aspects of his life and to his moral, ethical and religious codes.

c) It should point out how sex is distorted and exploited in our society and how this places heavy responsibility upon the individual, the family and institutions to cope in a constructive manner with the problem thus created.

d) It must recognize that in school sex education, insofar as it relates to moral and religious beliefs and values, complements the education conveyed through the family, the church or the synagogue. Sex education in the schools must proceed constructively, with understanding, tolerance and acceptance of difference.

e) It must stress the many points of harmony between moral values and beliefs about what is right and wrong that are held in common by the major religions on the one hand and generally accepted legal, social, psychological, medical and other values held in common by service professions and society generally.

f) When strong differences of opinion exist on what is right and wrong sexual behavior, objective, informed and dignified discussion of both sides of such questions should be encouraged. However, in such cases, neither the sponsors of an educational program nor the teachers should attempt to give definite answers or to represent their personal moral and religious beliefs as the consensus of the major religions or of society generally.

g) Throughout such education human values and human dignity must be stressed as major bases for decisions of right and wrong; attitudes that build such respect should be encouraged as right, and those that tear down such respect should be condemned as wrong.

h) Such education should teach that sexuality is a part of the whole person and an aspect of his dignity as a human being.

i) It should teach that people who love each other try not to do anything that will harm each other.

j) It should teach that sexual intercourse within marriage offers the greatest possibility for personal fulfillment and social growth.

k) Finally, such a program of education must be based on sound content and must employ sound methods; it must be conducted by teachers and leaders qualified to do so by training and temperament.

The increased concern and interest in this vital area of human experience now manifested by parents, educators and religious leaders are cause for gratitude. We urge all to take a more active role--each in his own area of responsibility and competence--in promoting sound leadership and programs in sex education. We believe it possible to help our sons and daughters achieve a richer, fuller understanding of their sexuality, so that their children will enter a world where men and women live and work together in understanding, cooperation and love.*

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